DOCUMENT RESUME

ED 320 606 IR 053 207

AUTHOR	Mulder, Ursula E.
TITLE	The Practicum in Library and Information Studies: A Qualitative Comparison of Expectations and Learning Outcomes.
PUB DATE	Dec 87
NOTE	312p.; Master's Thesis, Canberra College of Advanced Education, Australia. Reproduction may be limited due to small size of type font.
PUB TYPE	Dissertations/Theses - Master Theses (042) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC13 Plus Postage.
DESCRIPTORS	*Educational Objectives; Foreign Countries; Higher Education; Interviews; *Library Education; *Outcomes of Education; *Practicums; Qualitative Research
IDENTIFIERS	Western Australian Institute of Technology

ABSTRACT

This qualitative study of expectations for and outcomes of practicums in library and information science had four aims: (1) to discover whether faculty, host librarians, and students had the same objectives; (2) to ask students what they experienced in the practicum and compare this to their previously stated expectations; (3) to assess the relationship between faculty preparation of host librarians and of students and a successful practicum; and (4) to gather information on the importance of aspects of organization, such as timing and duration, to the practicum. The Department of Library and Information Studies at the Western Australian Institute of Technology was selected as the study site. A total of 69 respondents representing a sample of faculty, host librarians, and students were interviewed. Results indicated a congruence among expectations held by faculty, librarians, and students for learning outcomes. However, a lack of congruence between students' pre-practicum expectations and post-practicum outcomes was noted. There was no marked difference between the outcomes of students taking the practicum at the end of their programs compared to students in the middle of their programs. Interview schedules, data tables, a glossary, a description of the graduate program in library and information studies, and an extensive list of interview quotations organized by topic are included. (166 references) (MES)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED320606

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

THE PRACTICUM IN LIBRARY AND INFORMATION STUDIES:

a qualitative comparison of expectations and learning outcomes

Ursula E. Mulder
A.L.A., B.A.(UWA),
Grad. Dip. Adv. Lib. & Inform. Studs.(WAIT), A.L.A.A.

A Thesis submitted in partial fulfilment of the requirements
for the Degree of the Master of Arts
at the Canberra College of Advanced Education

December 1987

IR053207

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Ursula Mulder
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ABSTRACT

The purpose of the study was to ascertain the degree of similarity between the expectations for student learning as expressed by faculty, host librarians and students on practica in library and information studies; and the learning outcomes experienced as expressed by students. An attempt was also made to assess the bearing that preparation for and organisation of the practicum might have on learning outcomes. The study thus had four aims: (a) To discover whether the three stakeholders (faculty, host librarians and students) were working towards the same or similar objectives. (b) To ask students what they experienced and learnt in their individual practica, and to compare this with their previously stated expectations. (c) To assess the relationship between preparation by faculty of host librarians and of students, and a successful practicum. (d) To gather information on the importance of aspects of organisation related to practica, such as timing and duration.

To meet the purpose and aims of the study five groups of research questions were framed. The first three dealt with the expectations for student learning and learning outcomes in the cognitive, affective and psychomotor domains, as defined by Krathwohl, Bloom and Masia (1964) in their taxonomy. To meet the third and fouth aims of the study two other groups of research questions were framed which dealt with preparation and organisational aspects of the practicum under study. From these five groups of research questions specific interview schedules were designed, appropriate to each stakeholder interviewed and the inter-related investigations which the study comprised.

A qualitative approach was chosen as the basis for carrying out the study. The Department of Library and Information Studies at the Western Australian Institute of Technology (now Curtin University of Technology) was selected as the study site. A sample was drawn to represent each of the stakeholders: the DLIS faculty, the host librarians and two cohorts of students. Student samples represented those undertaking a practicum at the end of their course in 1985 (an end-on practicum) and those undertaking the component mid-course in 1986 (a sandwich practicum). A total of 69 respondents were interviewed which produced 88 separate interviews. Personal interviews which were tape-recorded were conducted with each of the respondents between 19 September 1985 and 8 August 1986. A method of collating and analysing the data collected was devised by the researcher and is presented in Appendix V of this thesis.

The following conclusions were reached from the analysis of results. While there was congruence between the expectations held by stakeholders for the learning outcomes of students, there was a lack of congruence between the expectations held by students pre-practicum, and their learning outcomes post-practicum. However, there was no marked difference between the outcomes of the end-on practicum and sandwich practicum students. This implies that the timing of the practicum might not be as important to learning outcomes as the individuals' experiences in their host library.

PREFACE

I wish to express my sincere thanks to the supervisors who each provided invaluable guidance through the various stages of this study:

> Dr. Norman C. Dennis, Senior Lecturer, Educational Development Unit, Curtin University of Technology, for his guidance through the literature on qualitative methodology, and advice in the methodological design of this study.
>
> Dr. Nancy D. Lane, Head, Centre for Library and Information Studies, Canberra College of Advanced Education, for accepting and minimizing the difficulties associated with this far-flung external student; for her critical, practical, meticulous and unwavering supervision; and for largely contributing to the realization of this project.
>
> Mr. F. A Sharr, O.B.E., my long-time mentor, for his good counsel, constructive criticism and for furthering yet again my professional development and education.

While acknowledging all the assistance and guidance received, the interpretations that I placed on that advice are solely mine as is the responsibility for this thesis, as it now stands.

Many other people assisted in this study, and without their co-operation the study would not have been possible. I wish to thank the faculty and staff of the Department of Library and Information Studies, Western Australian Institute of Technology [re-named Curtin University of Technology in 1987] for their co-operation, which enabled the study to be centred on the DLIS. Special mention should be made of Andre Mali for his assistance in the preliminary stage of this project. Appreciation is expressed to the 1985 and 1986 DLIS graduate diploma students who agreed to be in the samples drawn and who gave generously of their time and contributed with candour; and to the host librarians for their participation, for their considered professional opinions, and their continuing interest in this academic pursuit. I am indebted to the class of 1986 Masters of Arts students of Canberra College of Advanced Education, especially Linda Beveridge and Alex Byrne, for their invaluable contribution at a critical stage of this project.

Finally, special thanks are due to my husband, and our two children for their unqualified support, and for putting up with me for the duration of this project.

DEDICATION

To C.J, L-K, and D.C.

I wish sir, you would practise this without me.
I can't stay dying here all night.

[Sheridan, Richard Brinsley (1979). The Critic, 1779]

CONTENTS

Abstract i

Preface ii

CHAPTER 1 INTRODUCTION 1

Sections

1.1 Purpose and Aims of the Study 2

1.2 Research Questions 3

1.2.1 Learning in the Cognitive Domain 3

1.2.2 Learning in the Affective Domain 4

1.2.3 Learning in the Psychomotor Domain 4

1.2.4 Preparation as Input into the Teaching/Learning Process 5

1.2.5 Organisation as Input into the Teaching/ Learning Process 5

1.3 Overview of the Study 6

1.4 Outline of the Thesis 8

CHAPTER 2 THE PRACTICUM: A REVIEW OF THE LITERATURE 9

Sections

2.1 Education vs. Training 9

2.2 The Role of Practice 11

2.3 The History and Development of the Practicum in Library Education 13

2.3.1 The United Kingdom 13

2.3.2 North America 15

2.3.3 Australia 16

2.4 The Role and Purposes of the Practicum in Library Education 18

2.4.1 The United Kingdom 18

2.4.2 North America 19

2.4.3 Australia 20

2.5 Research Studies on the Practicum in Library Education 20

2.6 The Practicum in Related Professions 29

2.6.1 Clinical Practice in the Health Professions 29

2.6.2 Practice Work for Social Work Students 32

2.6.2.1 The United Kingdom 32

2.6.2.2 North America 33

2.6.2.3 Australia 34

2.6.3 The Practicum in Teacher Education 35

2.6.3.1 The United Kingdom 35

2.6.3.2 North America 36

2.6.3.3 Australia 37

2.7 Common Themes Emerging from the Literature 38

CHAPTER 3 METHODOLOGY AND CONTEXT OF THE STUDY SITE 40

Sections

3.1 The Choice of a Qualitative Approach 40

3.1.1 The Application of Qualitative Approaches in Education-Related Studies 43

3.1.2 The Application of a Qualitative Approach in this Study 46

3.2 The Selection of a Study Site 48

3.2.1 The Practicum Component in the Graduate Diploma Course 49

3.2.2 Placement of Students in the Practicum Component 50

CHAPTER 4 DESCRIPTION OF THE STUDY 51

Sections

4.1 Investigation of the Expectations from the Practicum Held by the DLIS Faculty 52

4.2 Investigation of the Expectations from the Practicum Held by Host Librarians 53

4.3 Investigation of the Expectations and Learning Outcomes of End-on Practicum Students Before and After Their Practicum 60

4.4 Investigation of the Expectations and Learning Outcomes of Sandwich Practicum Students Before and After Their Practicum 67
4.5 Relationship Between Research Questions and Interview Questions 70
4.6 Summary of the Sequence of Events in the Study 70

CHAPTER 5 ANALYSIS OF DATA 73

Sections
5.1 Profile of Stakeholders 73
5.1.1 Faculty 73
5.1.2 Host Librarians 74
5.1.3 End-on Practicum Students 74
5.1.4 Sandwich Practicum Students 75
5.1.5 Comparison of the End-on Practicum and Sandwich Practicum Students 76
5.2 Techniques Used for Data Analysis 77
5.3 Introduction to the Presentation of Results 80

CHAPTER 6 ANALYSIS OF RESULTS WITH RESPECT TO STUDENT LEARNING IN THE COGNITIVE DOMAIN 83

Sections
6.1 How a Library Functions 85
6.1.1 Comparison of Expectations of Stakeholders 85
6.1.2 Comparison of Students' Views: Pre- and Post-Practicum 86
6.1.3 Comparison of Students' Views: End-on vs. Sandwich Practicum 88
6.1.4 Conclusion 88
6.2 Work of the Librarian and Other Staff in a Library 88
6.2.1 Comparison of Expectations of Stakeholders 89
6.2.2 Comparison of Students' Views: Pre- and Post-Practicum 90
6.2.3 Comparison of Students' Views: End-on vs. Sandwich Practicum 91
6.2.4 Conclusion 91
6.3 The Role of a Librarian in a Specific Type of Library 91
6.3.1 Comparison of Expectations of Stakeholders 92
6.3.2 Comparison of Students' Views: Pre- and Post-Practicum 92
6.3.3 Comparison of Students' Views: End-on vs. Sandwich Practicum 93
6.3.4 Conclusion 94
6.4 Contact with Users 94
6.4.1 Comparison of Expectations of Stakeholders 94
6.4.2 Comparison of Students' Views: Pre- and Post-Practicum 95
6.4.3 Comparison of Students' Views: End-on vs. Sandwich Practicum 96
6.4.4 Conclusion 96
6.5 Reference Work 97
6.5.1 Comparison of Expectations of Stakeholders 97
6.5.2 Comparison of Students' Views: Pre- and Post-Practicum 98
6.5.3 Comparison of Students' Views: End-on vs. Sandwich Practicum 100
6.5.4 Conclusion 101
6.6 Technical Services 101
6.6.1 Comparison of Expectations of Stakeholders 102
6.6.2 Comparison of Students' Views: Pre- and Post-Practicum 103
6.6.3 Comparison of Students' Views: End-on vs. Sandwich Practicum 106
6.6.4 Conclusion 106
6.7 Management 106
6.7.1 Comparison of Expectations of Stakeholders 107
6.7.2 Comparison of Students' Views: Pre- and Post-Practicum 107
6.7.3 Comparison of Students' Views: End-on vs. Sandwich Practicum 108
6.7.4 Conclusion 108
6.8 Comparing Theory and Practice 109
6.8.1 Comparison of Expectations of Stakeholders 110
6.8.2 Comparison of Students' Views: Pre- and Post-Practicum 111
6.8.3 Comparison of Students' Views: End-on vs. Sandwich Practicum 112
6.8.4 Conclusion 112

6.9 Ease with which Learning Takes Place on Practicum 113
6.9.1 Comparison of Expectations of Stakeholders 113
6.9.2 Comparison of Students' Views: Pre- and Post-Practicum 113
6.9.3 Comparison of Students' Views: End-on vs. Sandwich Practicum 114
6.9.4 Conclusion 115
6.10 Relevance of Prior and Concurrent Work Experience 115
6.10.1 Comparison of Expectations of Stakeholders 116
6.10.2 Comparison of Students' Views: Pre- and Post-Practicum 116
6.10.3 Comparison of Students' Views: End-on vs. Sandwich Practicum 117
6.10.4 Conclusion 118
6.11 Need for On-going Learning 119
6.11.1 Comparison of Expectations of Stakeholders 119
6.11.2 Comparison of Students' Views: Pre- and Post-Practicum 119
6.11.3 Comparison of Students' Views: End-on vs. Sandwich Practicum 120
6.11.4 Conclusion 120
6.12 Summary 120

CHAPTER 7 ANALYSIS OF RESULTS WITH RESPECT TO STUDENT LEARNING IN THE AFFECTIVE DOMAIN 122

Sections
7.1 Attitudes 124
7.1.1 Comparison of Expectations of Stakeholders 125
7.1.2 Comparison of Students' Views: Pre- and Post-Practicum 130
7.1.3 Comparison of Students' Views: End-on vs. Sandwich Practicum 131
7.1.4 Conclusion 132
7.2 Reasons for Host Librarians' Participation 132
7.2.1 In the Interests of the Profession 133
7.2.2 Librarianship Seen as an Apprenticeship System 133
7.2.3 Source of Student Labour: Costs and Benefits 134
7.2.4 Staff Development 136
7.2.5 Public Relations Exercise 137
7.2.6 Conclusion 138
7.3 Professional Stimulation and Role Modelling 138
7.3.1 Comparison of Expectations of Stakeholders 138
7.3.2 Comparison of Students' Views: Pre- and Post-Practicum 140
7.3.3 Comparison of Students' Views: End-on vs. Sandwich Practicum 141
7.3.4 Conclusion 141
7.4 Interaction and Communication 141
7.4.1 Comparison of Expectations of Stakeholders 142
7.4.2 Comparison of Students' Views: Pre- and Post-Practicum 142
7.4.3 Comparison of Students' Views: End-on vs. Sandwich Practicum 143
7.4.4 Conclusion 143
7.5 Self-Assessment and Development of Confidence 143
7.5.1 Comparison of Expectations of Stakeholders 144
7.5.2 Comparison of Students' Views: Pre- and Post-Practicum 144
7.5.3 Comparison of Students' Views: End-on vs. Sandwich Practicum 146
7.5.4 Conclusion 146
7.6 Reality of Work Experience 146
7.6.1 Comparison of Expectations of Stakeholders 147
7.6.2 Comparison of Students' Views: Pre- and Post-Practicum 148
7.6.3 Comparison of Students' Views: End-on vs. Sandwich Practicum 150
7.6.4 Conclusion 150
7.7 Check on Career Choice 150
7.7.1 Comparison of Expectations of Stakeholders 151
7.7.2 Comparison of Students' Views: Pre- and Post-Practicum 151
7.7.3 Comparison of Students' Views: End-on vs. Sandwich Practicum 153
7.7.4 Conclusion 153
7.8 Assessment of Employment Potential 153
7.8.1 Comparison of Expectations of Stakeholders 154
7.8.2 Comparison of Students' Views: Pre- and Post-Practicum 155
7.8.3 Comparison of Students' Views: End-on vs. Sandwich Practicum 156

7.8.4 Conclusion 156
7.9 Summary 156

CHAPTER 8 ANALYSIS OF RESULTS WITH RESPECT TO STUDENT LEARNING IN THE PSYCHOMOTOR DOMAIN 159

Sections

8.1 Psychomotor Learning within Practica 160
8.1.1 Comparison of Expectations of Stakeholders 162
8.1.2 Comparison of Students' Views: End-on vs. Sandwich Practicum 163
8.2 Summary 164

CHAPTER 9 ANALYSIS OF RESULTS WITH RESPECT TO PREPARATION FOR THE PRACTICUM 166

Sections

9.1 Preparation of Host Librarians by Faculty 167
9.1.1 Comparison of Expectations of Stakeholders 167
9.2 Preparation of Students by Faculty 169
9.2.1 Comparison of Expectations of Stakeholders 170
9.2.2 Comparison of Students' Views: Pre- and Post-Practicum 173
9.2.3 Comparison of Students' Views: End-on vs. Sandwich 174
9.3 Preparation for Students by Host Librarians 175
9.3.1 Comparison of Expectations of Stakeholders 176
9.3.2 Comparison of Sandwich Practicum Students' Views: Pre- and Post-Practicum 176
9.4 Suggestions for Preparation 177
9.4.1 The Host Librarians' View 177
9.4.2 Comparison of Students' Views: End-on vs. Sandwich Practicum 178
9.5 Summary 179

CHAPTER 10 ANALYSIS OF RESULTS WITH RESPECT TO ORGANISATION OF THE PRACTICUM 181

Sections

10.1 Timing: End-on vs. Sandwich Practicum 182
10.1.1 Comparison of Stakeholders' Views 182
10.1.2 Comparison of Students' Views: End-on vs. Sandwich Practicum 185
10.2 General Comments and Suggestions on Timing 185
10.2.1 Comparison of Stakeholders' Views 186
10.2.2 Comparsion of Students' Views: End-on vs. Sandwich Practicum 187
10.3 Duration: Adequacy of Four Weeks 188
10.3.1 Comparison of Stakeholders' Views 188
10.3.2 Comparison of Students' Views: End-on vs. Sandwich Practicum 189
10.4 General Comments on the Organisation of the Practicum 189
10.4.1 Comparison of Stakeholders' Views 190
10.4.2 Comparison of Students' Views: End-on vs. Sandwich Practicum 193
10.5 Summary 194

CHAPTER 11 SUMMARY AND RECOMMENDATIONS 195

Sections

11.1 Limitations of the Study 195
11.1.1 Size of Samples 195
11.1.2 Data Collection 196
11.2 Summary 197
11.2.1 Comparison of Expectations of Stakeholders 198
11.2.2 Comparison of Students' Views: Pre- and Post-Practicum 200
11.2.3 Comparison of Students' Views: End-on vs. Sandwich Practicum 202

11.2.4 Summary of Stakeholders' Views on Preparation and Organisation 203
11.3 Comparison of Results with Findings in the Literature 206
11.3.1 Factors Found to Contribute to Successful and Unsuccessful Practica 206
11.3.2 What and How Students Learnt on Practicum 207
11.3.3 Communication Between Stakeholders 208
11.3.4 Other Themes Emerging from the Literature 210
11.4 Recommendations 212
11.5 Suggestions for Further Study 215

BIBLIOGRAPHY 217

LIST OF FIGURES

Chapter 4
1: Interview Schedule: Faculty 54
2: Profile of Host Librarians: Record Sheet 57
3: Interview Schedule: Host Librarians -- Chief Librarians 58
4: Interview Schedule: Host Librarians -- On-site Supervisors 59
5: Profile of Graduate Diploma Student: Record Sheet 62
6: Interview Schedule: End-on Practicum Students - Pre-Practicum 63
7: Interview Schedule: End-on and Sandwich Practicum Students-Post-Practicum 65
8: Interview Schedule: Sandwich Practicum Students-- Pre-Practicum 69

LIST OF TABLES

Chapter 3
3.1: Student Enrollments and Placements for Practicum,1981-1986 50
Chapter 4
4.1: Relationship Between Research Questions and Interview Questions 71
4.2: Sequence of Events in the Study 72
Chapter 5
5.1: Length of Service of DLIS Faculty Sampled 74
5.2: Chief Librarians and On-Site Supervisors by Type of Library 74
5.3: Analysis of End-on Practicum Students in the Sample 75
5.4: Analysis of Sandwich Practicum Students in the Sample 76
5.5: Numbers of Students Placed by Type of Library 77
5.6: Numerical Codes Assigned to Respondents 77
Chapter 7
7.1: General Attitude of Host Librarians to the Practicum 126
7.2: General Attitude of Students to the Practicum Pre- and Post-Practicum 127
7.3: Correlation of Attitudes of Host Librarians with Those Expressed Post-Practicum by the Students They Hosted 129
7.4: Student Attitudes to Their Practicum: Distribution of Overall Responses 131
7.5: Reasons for Host Librarians' Participation: a Summary 139
Chapter 8
8.1: Psychomotor Activities in which Students Gained Experience 161
Chapter 9
9.1: Students' Attitudes to the Preparation They Received from Faculty 172
9.2: A Summary of Pre- and Post-Practicum Data with Respect to Adequacy of Preparation 174
9.3: Pre- and Post-Practicum Data from Students on End-on Practicum and Sandwich Practicum 175

APPENDICES

APPENDIX I: Glossary of Terms 226
APPENDIX II: Graduate Diploma in Library and Information Studies: Course Description, 1985 229
APPENDIX III: Graduate Diploma in Library and Information Studies: Course Description, 1986 231
APPENDIX IV: Alphabetical List of Host Libraries Sampled 233

APPENDIX V: Verbatim Quotations Presented as Data 234
Section 1 Cognitive Learning 235
Section 2 Affective Learning 261
Section 3 Psychomotor Learning 281
Section 4 Preparation 284
Section 5 Organisation 291

CHAPTER 1

INTRODUCTION

Twelve years ago, S.D. Neill (1975: 83) stated:

> ... Twenty years after the conference on The Core of Education for Librarianship, the nature of the relationship between practice and principle in the teaching/learning process is still unknown.... We need to know how it aids instruction before we can decide how much and what kind of practical experience is necessary.

While several extensive studies have been undertaken on various aspects of library education including the practicum, none specifically touched on the issue which Neill saw as crucial to the understanding of the practicum as a component of library education.

In the United Kingdom Hutchin (1977) conducted an international survey on the practical element in education for librarianship. The study dealt inter alia with the value of fieldwork as perceived by students and host librarians who had participated in a practicum programme organised by the College of Librarianship Wales. Prytherch (1979: 3) set out "to assess the effectiveness of current fieldwork practice in meeting its objectives" in the programme offered by the School of Librarianship at Leeds Polytechnic. More recently, Hall (1986) undertook a study to discover the problems and practices associated with library school fieldwork placements, by gathering data from faculty, host librarians and students.

In the United States Rothstein's (1968) study, which dealt with the place of practica in American library school curricula, resulted in many contributions to the literature. Subsequent studies such as those by Grotzinger (1971), Witucke (1976) and Conant (1980) verified and added to the body of knowledge in this area. These studies included data about those library courses which did and did not include a practicum as a component of their curricula, and the reasons for it.

In Australia, Howes (1978; 1979) reported on practicum programmes run by the Riverina College of Advanced Education. Barclay (1979) included in his comparative study of Australian library schools some statistical data on the extent to which supervised practicum programmes were included in the courses offered. A fuller review of the literature appears in Chapter 2.

1.1 PURPOSE AND AIMS OF THE STUDY

With this body of knowledge as a background, it was decided to undertake a study such as Neill called for. The purpose of the study was to ascertain the degree of similarity between the expectations for student learning as expressed by the faculty, host librarians and students on practica, and the learning outcomes experienced as expressed by students. The degree to which similarity exists between expectations and outcomes will be referred to as 'congruence' in this study. An attempt was made to discover the value of the practicum in a library and information studies education programme, and to assess the bearing that preparation for and organisation of the practicum might have on learning outcomes. In this study, for the purposes of ease of expression and brevity, the term library education is used to encompass the concept of education for library and information studies.

The study had four aims:

(a) To discover whether the three stakeholders (the faculty, host librarians and students) were working towards the same or similar objectives, as it is generally accepted that the practicum programme is a tripartite exercise in co-operation between the three . The word 'stakeholders' is used as a generic term for these three groups.

(b) To ask students what they experienced and learnt in their individual practica, and to compare this with their previously stated expectations.

(c) To assess the relationship between preparation for the practicum, (by faculty of host librarians and students, and by host librarians for students) and a successful practicum.

(d) To gather information on the importance of aspects of organisation related to practica, such as timing and duration, and thus to provide useful data to those who are involved in the planning and organisation of practicum programmes.

1.2 RESEARCH QUESTIONS

The specific research questions posed to meet the purpose and aims of the study are set out in Sections 1.2.1 to 1.2.5. The multi-faceted nature of the study is reflected in the manifold questions adopted.

As the study was to deal with student learning expectations and outcomes, the Krathwohl, Bloom and Masia (1964) classification of learning into cognitive, affective and psychomotor domains was applied as a framework in which to collect and analyse the data.

1.2.1 Learning in the Cognitive Domain

Cognitive learning can be defined as that which requires intellectual skills, and an understanding and application of testable knowledge. Krathwohl, Bloom and Masia (1964: 6) defined learning in the cognitive domain as having:

> Objectives which emphasize remembering or reproducing something which has presumably been learned, as well as objectives which involve the solving of some intellective task for which the individual has to determine the essential problem and then reorder given material or combine it with ideas, methods, or procedures previously learned. Cognitive objectives vary from simple recall of material learned to highly original and creative ways of combining and synthesizing new ideas and materials.

Satterly (1985) emphasised reasoning, problem solving and remembering as necessary steps in the process.

The practice of librarianship and consequently library education are heavily reliant on the cognitive aspects of learning. The practicum, when it is included as a component of the curriculum, must have the cognitive aspect of learning as an intrinsic goal.

Therefore, the first group of research questions adopted for this study were:

What expectations do the stakeholders have for cognitive learning by students on practicum? How do students' expectations compare with the descriptions of their learning experiences in the cognitive domain?

1.2.2 Learning in the Affective Domain

Learning in the affective domain was defined by Krathwohl, Bloom and Masia (1964: 7) as that which involved processes which modified behaviour, and which were accompanied by changes in feelings, values and attitudes. Learning in the affective domain was seen as pertaining to:

> Objectives which emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. Affective objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience.

Simpson (1985) saw affective learning when specifically related to career and work as focussing on such issues as employer/employee relationships, motivation, skills in communication, career development, and gaining job satisfaction.

Thus, the second group of research questions adopted were:

What expectations do the stakeholders have for affective learning by students on practicum? How do students' expectations compare with the descriptions of their learning experiences in the affective domain?

1.2.3 Learning in the Psychomotor Domain

In addition to the cognitive and affective aspects of librarianship, there is need for the neophyte to be aware of the routine activities and the manual and manipulative tasks in libraries and how these fit into the total operation. Krathwohl, Bloom and Masia (1964: 7) described learning in the psychomotor domain as:

> Objectives which emphasize some muscular or motor skill, some manipulation of material and objects, or some act which requires a neuromuscular co-ordination.

On their own, library schools are unable to provide the training and experience in these areas. As libraries vary widely in type and scale and consequently in operations, they can supplement the training received by students in the psychomotor domain through participation in a practicum programme.

The third group of research questions were:

What expectations do the stakeholders have for psychomotor learning by students on practicum? How do students' expectations compare with the descriptions of their learning experiences in the psychomotor domain?

1.2.4 Preparation as Input into the Teaching/Learning Process

The depth and extent of experiential learning depends on many factors, among which is the environment in which it is experienced. This study was concerned only with the extent to which the three stakeholders share common expectations of the practicum and therefore, create, mutatis mutandis, a common learning environment. In this context there were two sides to the environment - - that from which the students were coming (the library school), and that to which they were going (their host library). Turney (1982: 37), writing in the context of practica in teacher education, stated :

> ... there should be a close relationship between programme and school personnel. Objectives must be understood and supported by all practicum participants ...

Similarly, Hall (1986: 11) found in her study:

> ... it is very important that students should be adequately prepared for fieldwork and this point was frequently stressed by both librarians/information officers and students.

It therefore appeared that the extent to which the faculty prepares both host librarians and students for the practicum could affect the environment, and consequently the students' experiences. Thus, the fourth group of research questions posed for this study were :

What preparation does the faculty give to host librarians and students, and what preparations do host librarians make for students they are to receive in the practicum programme? How do host librarians and students perceive the faculty's preparations before the practicum, and how do students perceive the preparation made for them by faculty and host librarians after the practicum?

1.2.5 Organisation as Input into the Teaching/Learning Process

The parameters within which a practicum programme is organised are important to the meeting of its objectives. Ward (1973: 234) asserted that one of the factors that needed consideration when structuring a practicum programme was :

> Planning and organization of the program to provide time, energy, and space for growth to take place, and for optimum learning to be realized.

It was necessary, therefore, to discover what impact, if any, the organisation of the practicum, in particular its timing and duration, had on students and their learning outcomes.

Thus, the fifth research question was:

To what extent does the organisation of the practicum programme -- in particular, timing and duration -- affect the effectiveness of the students' learning experiences?

1.3 OVERVIEW OF THE STUDY

A qualitative approach was chosen as the basis for carrying out the study. The Department of Library and Information Studies (DLIS) at the Western Australian Institute of Technology (WAIT) was selected as the place at which to conduct the study, as the postgraduate course in librarianship offered by the DLIS included a practicum component which had been incorporated in it for five years. It was known in 1985 that the end-on practicum would be replaced by a sandwich practicum in 1986, and plans were underway to change the timing of this component. An end-on practicum refers to the component coming at the end of the formal course of study, as opposed to a sandwich practicum which occurs mid-course. Therefore, it was planned to include in this study an exploration of the effect that this change had on the stakeholders.

The study, as evidenced by the group of research questions adopted, was multi-faceted. It comprised several inter-related investigations, as follows:

In 1985, the DLIS faculty and librarians who were to host the sample of students in the practicum programme were interviewed, in order to determine their pre-dispositions to the practicum programme. This provided an 'environmental picture' of what the students were coming from (the preparation students received from faculty), and what they were going to (the attitude of their hosts).

In 1985 a sample of students enrolled in the end-on practicum were interviewed before their practicum to find out their expectations and attitudes towards the forthcoming practicum. They were interviewed again after the practicum to find out what their individual experiences had been within the parameters of the study.

In 1986 a sample of students enrolled in the sandwich practicum were interviewed before and after their practicum, replicating the 1985 investigation of the end-on practicum students.

The use of a qualitative approach to collect data resulted in several topics emerging for each group of research questions. The term "topics" is used to describe the headings under which comments were made on specific subjects or issues relevant to the research, by respondents when answering interview questions. For each of the topics, a range of opinions was expressed by some or all stakeholders.

To achieve the aims of the study, the data were organised and presented by each topic. In the analysis of data, the responses of stakeholders were compared for each of the five groups of research questions posed, as follows:

1. The data on the expectations for the learning outcomes of students, as held by faculty, host librarians and students (with the end-on and sandwich practicum student groups taken together).
2. The data contributed pre-practicum by students with that contributed post-practicum by students (with the end-on and sandwich practicum student groups taken together, unless data were substantially different).
3. The data contributed by the end-on practicum students with that contributed by the sandwich practicum students (with the pre-practicum and post-practicum contributions made by student groups taken together, unless data were substantially different).

1.4 OUTLINE OF THE THESIS

The views of authors on practica in library education, and in health professions, social work and teacher education, appear in Chapter 2.

Chapter 3 reviews the methodological literature, the rationale for a qualitative approach being chosen for this study and the reasons for the selection of the study site.

Chapter 4 describes the study in detail and sets out the sampling procedures adopted and the data gathering instruments used.

Chapter 5 delineates the method and techniques of data analysis devised and adopted.

The discussion of the results relating to each of the groups of research questions set out in Chapter 1 are presented in five separate chapters commencing with Chapter 6.

The final chapter outlines the limitations of the study, draws together conclusions reached in Chapters 6 to 10, makes recommendations and suggests further research studies which could be undertaken. A complete bibliography follows Chapter 11.

The definitions of terms used in this thesis appear as Appendix I. Explanatory details about the courses offered by the DLIS at WAIT, referred to in the study, are presented as Appendices II and III. An alphabetical list of the sample of host libraries appears as Appendix IV. Data from which results were drawn are presented as Appendix V.

The verbatim transcripts of the interviews, the source of the data presented in Appendix V, have been microfilmed and a copy of the microfiche is provided for verification of those data and made available in confidence to, but not retained by, the supervisors and examiners of this thesis.

CHAPTER 2

THE PRACTICUM: A REVIEW OF THE LITERATURE

As far back as 1867, John Stuart Mill (1984: 218. First published 1867) observed in his Inaugural Address to the University of St. Andrews, that with respect to education " there is hardly any subject on which so much has been written". He saw the role of a university education as giving:

> ... professional men ... not professional knowledge, but that which should direct the use of their professional knowledge, and bring the light of general culture to illuminate the technicalities of a special pursuit.

The search for a method of producing such professional men and women is still being conducted by many professions. Librarians are not exempt from such soul-searching.

The debate on the role of practical experience in library education has continued in the literature of librarianship for a hundred years and spans many issues. Among them are two that are seen as being most pertinent to this study. First is the view on the role of professional library education and the nexus between education and training. Second is the role of practice within the curriculum.

2.1 EDUCATION vs. TRAINING

With regard to the nexus between education and training, White (1983) stated that it is the role of the library school to provide education, while it is the obligation of the employer to provide training. However, Plaiss (1983: 618) asserted (using the argument he claimed White himself used when drawing parallels between librarianship, medicine and law) that, contrary to White's claim, physicians and lawyers are trained during their formal education period. He concluded:

> Who would trust a physician or dentist who had never seen a patient while in medical or dental school? Why trust a librarian who does not have the skills to perform library functions? The public can expect competency from law and medical graduates, why not from librarians?

As tertiary institutions have become the providers of first professional qualifications for the profession, the debate on who should bear the responsibility for education as distinct from training has involved both educators and professionals including Cronin (1982), Line (1983), Grogan (1983), McGarry (1983a; 1983b; 1985), and Gibbs (1984) in Britain; White (1983) and Marchant (1984) in the United States; Neill (1975) in Canada; and Howes (1978; 1979) in Australia.

McGarry (1983a: 5) summed up the difference as he saw it between education and training by using the analogy of the education the Athenians received and the training the Spartans got. The Athenians were required to exercise critical judgement and imagination. The Spartans, however, were able to master the content of thought and behaviour, but were not given the education to master the principles which would have enabled them to take individual responsibility.

While speaking specifically about the qualifications of a competent research library professional, Battin (1983: 23) made the point that there should be

> ... The recognition that a program of professional education should imply preparation for a lifelong career as opposed to a vocational training program which focuses on requirements for entry-level positions.

Her views were countered by White (1983) and Gorman (1984) who recognised that the needs of employers were for professionals who could tackle the job, and tackle the cataloguing backlog if there was one, without their having to train new recruits in the specific skills required for the job in hand.

Thus, there has been a continuing discrepancy between library schools' aspirations and library practitioners' expectations. Gibbs (1984) warned that the distinction between education and training must be addressed and acknowledged by librarians so that unreal expectations of their colleagues in library schools are not held.

In 1968 Roberts, in an unpublished paper (as cited by McGarry, 1983b: 104), was firm in his opinion that "the practising profession had fallen out of love with the schools." Grogan (1983) and McGarry (1985) noted that discussion over the last hundred years had done little to produce a solution. Although White (1983) observed that the discussion of what educational institutions should provide, and the extent to which responsibility for training should be assumed by the professions, had raged in librarianship in all the 33 years of his experience, he nonetheless came out in defence of librarians, pointing out that the debate was by no means confined only to the profession of librarianship. Wilson (1985: 491), while President of the Library Association, is reported as expressing his view that:

> ... in-service training is possibly more valuable than basic academic training for librarianship, it being too much a bundle of techniques and pragmatism to be the topic of a tertiary course.

2.2 THE ROLE OF PRACTICE

With respect to the debate on the possible roles of the practicum as a component in the professional curriculum, it is necessary to consider where it fits in and what it comprises. On one hand, Foskett (1971: 226-227) considered that:

> The relation between theory and practice is one of the most difficult problems confronting all those who are concerned with preparing and conducting initial courses in a professional activity.

On the other hand, Gorman (1981: 670) asserted that:

> The gap between teaching and practice, between abstraction and practicality, is probably larger in librarianship than in any other profession ...

Grogan (1983:17) stated the case for the profession when he wrote:

> ... the obligation borne by any professional school is to ensure that its graduates are competent in the fundamentals of their profession - that is to say those basic elements without which, in this case, librarianship would not be librarianship.

While Shera (1972: 203-204) saw these basic elements as the old quadrivium of cataloguing, book selection, reference and administration, he stressed the importance of "ancillary bodies of knowledge" upon which the librarian was dependent. He listed these as: "organizational, environmental, cultural, physical, clerical and office routines and personnel". Shera (1972: 205) repeatedly stressed the importance of communication and interaction with the client groups the librarian served:

> ... because the role of the librarian is one of mediation in the world of recorded knowledge, his understanding of the communication process must be interdisciplinary in its roots.

Line (1983: 25) defined these basic elements of librarianship somewhat differently, as "... the collection, storage and arrangement ... as well as exploitation ... or management of resources for people."

Morehead (1980) suggested that library schools would achieve more in the way of student learning if they integrated practice into their professional programmes using the seminar-laboratory technique and the assistance of library schools' parent institutions' libraries. This he thought would have the advantage of faculty being able to control and supervise practical experience so that it would "occur concurrently with the presentation of theory in the classroom" so that learning would be student-centred.

Derr (1983) took issue with Morehead's proposal, and his lack of definition of the word "theory". Derr (1983: 198) defined the term "theory", used in the literature in relation to the teaching of the principles of librarianship, as an:

> ... 'applied' or 'practical' theory , since it consists of a creative application of the theory of other disciplines to the task of solving practical problems in some area of social life. A theory of question/analysis would be an applied theory in that it would draw upon cognitive psychology, artificial intelligence, linguistics, philosophy of language, and social psychology to design procedures by which librarians and information specialists could translate the verbal expressions of the user into questions that truly identify his information wants.

He tackled the question of what library educators should involve themselves with in their role of producing librarians. He saw it as incumbent upon library schools to provide students with relevant experience, in order that they might sucessfully apply the applied theories of library and information science in the particular settings in which they might find themselves. Derr (1983: 201) therefore considered that:

> the crucial point is that the successful preparation of future librarians and information specialists requires the combined talents of practitioners and faculties of professional schools ....

2.3 THE HISTORY AND DEVELOPMENT OF THE PRACTICUM IN LIBRARY EDUCATION

The evolutionary process in the development of current professional library education programmes, and the practicum as a component in them, has had some similarities in the United Kingdom, North America and Australia. The similarity, although not entirely reflected in the volume of the literature on the subject, is most marked between the United Kingdom and Australia.

2.3.1 The United Kingdom

When librarians were trained on the job in the apprenticeship system, it was the role of their mentors and supervisors to model, train and educate the young apprentices in the workings of the library and to set the standards of the profession. These are referred to by McGarry (1983a: 6) as the "attitudinal aspects" of the profession, and described by him as "that special mode of knowing, which differs from knowing the subject as an expert". He viewed the educational programmes for librarianship as underpinning this need for the professional to:

> ... look at other disciplines in a certain way. We tend to build knowledge maps ... which will lead us from bibliographies to encyclopaedias, to books and journals and research reports. ... The formation of this perspective is the development in a 'subject sense' ... which underpins the activities of classification, indexing and reference work.

McColvin was asked by the Library Association [LA] Emergency Committee to investigate and report on the condition and the post-war possibilities of public libraries in Great Britain (Bramley, 1981). In addressing the central problems McColvin also discussed the possibility of training and educating professional librarians, hitherto trained on an apprenticeship system, in universities. McColvin (1970: 188. First published 1942) noted :

> The regular two-year courses will include up to 50 per cent practical experience, to be gained by working in good libraries of different types in the neighbourhood of the schools. Arrangements will be made by the school with all suitable libraries ... to employ the students, either part-time or for short periods, at intervals throughout the course.

McColvin further recommended that in order that students gain practical knowledge and experience, "every effort must be made to give them an insight into the methods and functions of all the main branches of library work". Furthermore, students were to be treated like staff members in the libraries to which they were attached, "subject to the normal discipline and staff conditions". However, they would receive no pay. He foresaw that the attachment would have to be co-ordinated "by the tutor in consultation" to "accord with the theoretical training". In return for the inconvenience to which host libraries would be put, they would receive "some measure of assistance from the students" who would stay long enough in each department "to understand its main features" and to perform simple duties.

The Council of the LA set up a committee under the chairmanship of Edward Sidney to consider all McColvin's recommendations and the committee made its recommendations in 1943 (Bramley,1981: 119). The four most pertinent to the education of librarians were: that six or seven schools of librarianship be located in provincial universities; that the schools be permanent institutions; that the students undertake examinations set by the LA; and that:

> ... practical work would be an essential element in the course with the university library schools working with a large neighbouring public library system to provide 'laboratory practice'.

McColvin's recommendations, made more than 40 years ago, have stood the test of time. Nevertheless, his idea of a tertiary education for librarians, though seemingly unchanged, is not without its critics. Grogan (1983: 5) stated : "The *raison d'etre* of professional schools is that the education can be more effectively and economically conducted in the classroom than on the job." However, to ensure that the professional programme would not be divorced from the real workings of a real library in a real world, some British library schools introduced the requirement that students should have one year's working experience in a library prior to enrolling. The requirement was intended to put the formal educational programme into an operational context for the student.

Grogan (1983) claimed, however, that only two-thirds of the library schools' intake had any previous library experience. Gibbs (1984) reported that postgraduate students were finding it increasingly difficult to get supervised training, as opposed to experience, prior to library school entry.

In addition to the pre-requisite of working experience in a library, some library schools also require students to undertake assessed periods of attachment to a library as part of their course requirement. These periods are referred to as practicum, fieldwork, placement, or work experience.

After more than 30 years of predominantly full-time tertiary library education in British academic institutions, however, the pendulum may be swinging back, with students preferring to study part-time at these institutions while working full-time. Day (1983) reported a trend for an increased number of postgraduate students enrolling in professional courses offered in a part-time mode. This might be as a reaction to financial considerations, such as the curtailment of educational grants for postgraduate study. In addition, the increasing difficulty of obtaining jobs may be causing new graduates to first take a job and then seek to improve their qualifications while remaining in employment, rather than to take the risk of not getting a job later when conditions might have deteriorated further.

Hall (1986: 31), however, quoted figures that might dispute this trend:

> More undergraduates are entering courses straight from school. ... Figures from one institution revealed that in 1977, 41 per cent of the intake had previous library experience. By 1984 the figure had dropped to only 10 per cent. Postgraduates, too, find it increasingly difficult to get appropriate experience before joining courses ...

She extrapolated from the high incidence of students who said they wanted practical experience from their practicum (see Section 2.5), to suggest that this might have been because they had no library experience prior to enrolling in their courses. However, Hall did not indicate if there were in fact any student respondents in her sample who were employed in libraries and were also enrolled part-time in library courses.

2.3.2 North America

In the United States, the problem of providing students with an appropriate measure of practical experience during their course has been long considered by library schools. The view was taken at Melvil Dewey's programme at Columbia University (as quoted from the prospectus, 1884), that:

> Lectures and reading alone will not achieve best results in training for librarianship without the ... study of various libraries in successful operation and actual work in a library. (Grogan, 1983: 15)

However, this view had its dissenters. In 1921, Williamson (1971) dismissed the practicability of a fieldwork component for one-year courses, arguing that it was more important for students to gain a thorough grounding in the "theory" than a little exposure to the practice. He suggested that library schools accept and acknowledge the fact that one-year courses had in-built limitations, the major one being the impossiblity of providing meaningful practical experience for students.

Fieldwork which was popular in the 1930's, is now not universally incorporated into North American professional programmes. A survey by Grotzinger (1971) of accredited library schools showed that two-thirds of them did not offer fieldwork as part of their graduate programme. Later surveys by Conant (1980) and Witucke (1981) confirmed that while fieldwork was available to students, it was not regarded as an integral part of library courses; furthermore, it was largely unused in one-year graduate programmes.

Rothstein (1968: 217-219) attributed the decline of the practicum as a curriculum component to its being seen as a hang-over from the apprenticeship system, not appropriate at the graduate school level, and badly managed. He asserted that its inclusion in programmes occurred as a result of the opinion of students that fieldwork was a refreshing change to their studies, gave them confidence, related to actuality and enlarged their views, rather than to any real belief that it was "worth doing at all".

Implicit in these views, diverse though they may be, is the belief that the experience of the practicum by the student goes some way towards training the neophyte more effectively.

2.3.3 Australia

In Australia, an evolutionary process has taken place similar to that in Britain and the United States of America, with respect to the transition from the apprenticeship to the tertiary mode of training for librarians.

In its 1973-75 report, the Australian Commission on Advanced Education (1972: 64) noted that there would be no conflict of interest for colleges and universities to be involved in education for librarianship. The Library Association of Australia (LAA) had until then been conducting the Professional Registration Examinations for students who were employed full-time in libraries and who undertook study on a part-time basis. The LAA phased out its involvement in conducting qualifying examinations in 1980.

Eight out of ten library schools listed in the *Directory of Higher Education Courses in Australia, 1986* (Australia. Department of Education, 1985) include a compulsory practicum component in their one-year, graduate diploma courses . One offers a practicum as an elective, while one does not appear to include a practicum. The one year of work experience prior to enrollment, required by some British library schools, does not seem to be a pre-requisite for enrollment in any Australian library schools. However, many of the course outlines in the handbooks of tertiary institutions providing library education include a statement that implies that previous work experience in libraries was considered to be an advantage (ATHCOM, 1986).

In an attempt to provide this "advantage", a unique cadetship programme in Australia was implemented in 1972 by the Library Board of Western Australia. The scheme combined the benefits of the apprenticeship system of training with those of a full-time academic tertiary course. The Board offered a four-year cadetship to intending students wishing to enrol in the newly established Department of Library Studies at WAIT. The cadet's first year was spent in orientation, working in one Division of the Board's operations. The next three years were spent as full-time students at WAIT. "Attachments" of four weeks each in the other Divisions of the Board's operations were undertaken in each of the cadet's vacations during the three-year course. (The Library Board of Western Australia, 1971)

There were four significant elements in the orientation programme. Firstly, the orientation year was spent under the guidance of a designated mentor. Secondly, it was intended to give the student an appreciation of the ethics of the profession. Thirdly, it was intended that the experience of working for a year would further their personal maturation. Fourthly, it provided cadets an opportunity to check on their choice of career.

The programme was extended to include graduates when the Department of Library Studies introduced its one-year graduate diploma course. The graduate cadetship was of two years' duration, with the first year spent in orientation within the Board's operations. The cadetship scheme for both undergraduates and graduates was phased out in 1981.

2.4 THE ROLE AND PURPOSES OF THE PRACTICUM IN LIBRARY EDUCATION

Writers giving support to the practicum generally, rather than as a component in any particular curriculum, have included Stokes (1973), Witucke (1976), Monroe (1981), Prytherch (1979; 1982a; 1982b,) Grogan (1983), Line (1983), McGarry (1983a; 1983b; 1985), Derr (1983) and White (1983). The tenor of their arguments, while not all specific to one-year graduate programmes, provide further background.

2.4.1 The United Kingdom

With respect to library and information studies McGarry (1983a) saw the grasp of theory as being necessary. Nevertheless, he thought it also needed to be coupled with constant supervised practise and opportunites for imitation which could eventually lead to mastery.

Line (1983: 32) listed a number of objectives of a practicum programme. He emphasised that it was on practicum that the student should be made aware of why the skills were necessary, and that practices in the host library were only one of various ways in which a library's objectives could be achieved. He argued:

> Skills specific to library work not only can but must be taught in practical situations, for they are practical skills.... Good practice should always rest on sound principles, while principles emerge from the application of thought to experience, that is, from practice.

Jones (1976: 70) perceived the student on practicum experiencing "what it is like" to work in a library:

> Many of the things learnt in the classroom are exemplified at work in a complex, human context, and topics studied separately are seen to hang together.

However, although no evidence was given, he stated that it appeared that the learning experience from the practicum is not integrated into the main teaching programmes in any of the British library schools he was writing about. Similarly, Hayward (as cited by McGarry, 1985: 97) agreed that while fieldwork should be an integral part of the course, "the desired consummation" does not often occur. He suggested that this might be because hosts and schools are unsure of their respective roles. Nevertheless, Hayward saw field experience as developing the personality of the learner and providing a context within which critical evaluation could take place.

2.4.2 North America

Shera (1972: 207) expressed the view that by constant imitation and practise, mastery of the skills required of the librarian would be eventually achieved.

Ward (1973: 234) saw the practicum in the curriculum of library education as providing a student with the:

> ... opportunity ... to synthesise his learning, and evaluate a wide variety of applications in an unhurried, fairly flexible atmosphere of research, providing time for further thought and growth.

She also saw the practicum as an evaluative tool which could show the degree of competence of the student; and proposed that field experience programmes should be adequately financed so that supervisors, who need to be carefully selected, are paid for their efforts at the same rates as faculty. She recommended that the evaluation of the experience should be carefully undertaken, especially with regard to seeing whether curricular objectives had been met. Ward (1973: 236) was emphatic in her commitment to fieldwork experience: "Without field experience, the total system is unfinished and incomplete. Students cannot function effectively without it."

Stokes, formerly from Britain (1973: 6), admitted that he had become convinced of the need to have a practicum component in the library school curriculum and that he was wrong when he had once stated that, "... librarianship could if necessary be taught in a tent in the middle of a desert." He stated that he believed that "... one of the most serious problems facing library education is the manner in which it can effect a balance between practice and theory."

White (1983), who bemoaned the fact that employers expect to hire librarians at 9:30 am and let them loose on the backlog at 10:00am, was nevertheless cognisant of the reality of working libraries. He stated that the pressures supervisors face daily increased the likelihood of the graduate most likely to become productive immediately to be the professional to be appointed.

2.4.3 Australia

The Australian view on the value of the practicum is not as well documented as the British, or North American views. Howes (1978: 148-149), in describing the four-week practicum organised for graduate students enrolled at the Riverina College of Advanced Education, stated that the purpose of that programme was:

> ... not to provide for 'training in the details of doing library work'; it is not a form of apprenticeship; it is not to allow the student to 'practise librarianship' ... it is rather to help the student understand the relationship of basic theory to practice, to provide evidence that this relationship does exist. To provide ... contact with the tools of the profession, ... a chance to develop some competence ... in techniques and tools he may later need.

Howes (1979: 31) described how at the Riverina College the practicum component was supplemented by study visits to a variety of libraries in the region "to go towards combining the best of the 'hands-on' approach with the so called successful lecture".

2.5 RESEARCH STUDIES ON THE PRACTICUM IN LIBRARY EDUCATION

In-depth studies on the practicum, undertaken in Britain (Hutchin,1977; Prytherch,1979 and Hall,1986) and in the United States (Conant,1980) had different and wider objectives than those of this study. In Australia Barclay (1979) conducted a comparative study of library schools in which he discussed inter alia the practicum component.

In a survey undertaken by Hutchin (1977) on the value of fieldwork, views were sought from students who had graduated from library schools and who were employed in three public library systems. Questionnaires were distributed to every qualified librarian employed by these library systems, 550 in all. This method had the advantage of obtaining responses from a wide range of graduates who had attended a wide range of library schools. They were invited to complete the document and return it to their training officer who then returned it to Hutchin. One hundred and five returns were received, 81 from librarians who had carried out fieldwork and 24 from those who had not. Hutchin explained the high attrition rate because he was unable to determine from the staff lists of the three public library systems surveyed the method of training that the librarians employed there had undergone. He expressed disappointment at the resulting poor response. Nevertheless, it was not possible to anticipate the probable non-return rate of questionnaires before they were mailed out. Hutchin might have achieved a better response if he had started with the names of the recent graduates of the library schools who had fieldwork programmes; and if he had requested that the questionnaires be returned directly to him.

Questions asked of this stakeholder and reproduced in Section 3 of Hutchin's thesis were comprehensive, as was the analysis of the results.

Hutchin concluded from this that while there was a real commitment to providing as good a training as possible, some of the comments revealed a lack of understanding of the objectives of fieldwork. He observed that more direct communication by the schools with the actual "trainers", rather than with the higher echelons of management, was clearly needed.

The views of host librarians were also sought. One hundred libraries were randomly selected from amongst the 550 libraries which co-operated with the College of Librarianship Wales. Libraries were asked to respond to the questionnaire in general terms rather than with any particular school in mind. Hutchin considered that a satisfactory response was received from 77 of the 100 libraries surveyed: 27 public librarians, 33 academic librarians and 17 special librarians. Results showed that while there was a clear commitment to the concept of fieldwork, in that it "helped participants discover how practice differs from theory", there was a clear indication that librarians wished library schools to improve their fieldwork arrangements, e.g. more information about students, an earlier approach by schools, better co-ordination in the timing of fieldwork and the inadvisability of sending students out in the summer vacation.

A large proportion of the responding librarians (56 of the 77) indicated that they required some routine duties to be carried out by the student in return for the time spent on training. They also indicated that they saw the value of the fieldwork as helping students check on their choice of career.

Hutchin (1977: 203-204) drew the following conclusions from these segments of his study:

> In order for ... a combination of training and education to take place there must be adequate time within the curriculum to accommodate both aspects. At present this is not the case .... What is quite clear is that too many library schools expect too much from field-work or, even worse, expect a great deal but have no clear idea of what they require. Better use needs to be made of the time available by drawing up a realistic list of aims and objectives together with the means of assessing their realisation. ... The closest possible co-operation between schools and libraries is vital.... If the schools are to make the fullest use of the field experience it needs to be integrated into as many aspects of the curriculum. ... In some areas simulation techniques may be adequate...

The study by Prytherch (1979) had among its objectives one in which the success of fieldwork in meeting the objectives set was evaluated, by monitoring one specimen fieldwork period at the Leeds Polytechnic School of Librarianship (Prytherch, 1979: 172). He stated (1979: 24):

> It is soon apparent that few schools have set definite objectives, and that objectives in this context have been vague and nebulous. ... It was felt that no school had built up a complete and concise picture of fieldwork objectives ... in the absence of any full statement it seemed sensible to consider the broadly similar patterns of fieldwork required by schools ... and build up an amalgamation of all apparent objectives, which can later be used as a yardstick ....

The stakeholders (students, tutors and host librarians) were surveyed by questionnaires, interviews and objective tests. It was intended to gather data from all three groups before, during and after the fieldwork period. Prytherch (1979: 172) reported the following conclusions to this part of his investigation:

> ... cognitive learning objectives were poorly met in the fieldwork programme studied, but most of the affective learning objectives were satisfied. ... Certain factors had a marked effect on the success of the fieldwork programme: these included the age, academic standard and

> previous experience of students, and their own personal expectations of fieldwork and general motivation towards their course and profession. Other crucial factors were the "standard" of the fieldwork library and its corporate personality as felt by the student.

Prytherch then compared possible alternative methods of training to meet the fieldwork objectives he postulated. He examined the following alternatives: the teaching library, the simulation teaching technique, and the internal laboratory library within a school of librarianship. He set up a series of hypotheses against which to evaluate each alternative, and examined each in detail. Prytherch's (1979: 177-178) conclusions are stated thus:

> On balance the overall conclusion of this project is that fieldwork in external libraries has an essential role to play in librarianship education. However, it should not be expected to provide experience of a cognitive nature, and should be used only for carefully specified affective learning objectives. Projects required from the students during fieldwork ... cannot contribute to the achievement of the affective objectives and are therefore an unnecessary diversion from the active work participation necessary. For those students who need experience at a cognitive level, the use of the laboratory/library idea should be considered.

Barclay (1979: i), using the International Federation of Library Associations' (IFLA) *Standards for Library Schools, 1976* as a basis conducted a comparative study of Australian library schools, designed to develop a base of data describing them as they were at the end of 1978. In this context, library schools were organised by several categories, under which data were arranged. The categories of library schools were: small, large; generalist, specialist; non-metropolitan, metropolitan; university and college. Detailed figures were presented, from which Barclay concluded that the categories of the library schools seemed to have no bearing on whether or not practica were a feature of library education programmes.

The purpose of the Conant study (1980) was to survey selected library schools in the United States and "to extensively survey libraries that were principal employers of graduates of library schools" (Conant, 1980: 3). The study addressed key issues in library education and sought the views of the stakeholders on the various aspects of professional education, including theory vs. practice, duration of professional programmes, continuing education, internships and fieldwork, and quality of students. The study was conducted in two parts, comprising a survey of 15 accredited graduate library schools, and an extensive survey of libraries that were principal employers of graduates of library schools. A total of 191 faculty were interviewed from the schools; and 12 to 15 students were interviewed from each of the schools (a total of 218 students). In addition, two or more alumni within five years of graduation from each school (a total of 36 alumni) were interviewed, as well as senior staff of 15 libraries, representing the major employers from each category of library.

Interviews were used with varied formats to accommodate the respondents. For example, informal conversations were held with faculty, while employers were the subjects of "in-depth interviews". Interview schedules were used for students to ensure comparable data, but they allowed for "ample flexibilty to take into account differences in individual responses" (Conant,1980: 4). The major conclusions (Conant,1980: 193-196) from the study were that:

> A mutually damaging gap exists between library educators and the working profession. This gap inhibits potentially beneficial interchange of ideas ... [and] the movement of faculty and practitioners between the schools and the field.... Finally, the gap prevents the arrangement of useful field experiences for students during their graduate studies.

The long-awaited report by Conant was met with disappointment by the North American library profession. The study was criticised by Rothstein (1980: 532-535) for "the poor quality of Conant's research and presentation" and for recommendations that were seen to be quite unrealistic or even ill-informed. Bidlack (1981) criticised the methodology adopted, the data gathering techniques, and the inadequate presentation of factual data to support statements, labelling the study "shoddy research" (1981: 94). Black (1980) and Simpson (1981), who reviewed the report from the United Kingdom, acknowledged the deficiencies of the study but considered that the similarities in the changing role of library education in the United States and the United Kingdom gave the report relevance to the profession in that country. Black (1980: 304) observed:

> While not all librarians will agree with the author's conclusions, he has done the profession a valuable service in helping focus thinking on constructive, critical examination.

Hall (1986) conducted a survey of 18 library schools, 93 library and information units of varying types and sizes, and 96 students. She used a variety of methods, including study of course leaflets and annual reports, correspondence, telephone, informal contacts and questionnaires, to determine the problems and the practices related to library school placements in Britain.

Hall presented her findings (which she qualified as being from too small a sample to be statistically significant), under three headings: the library school perspective, the library perspective, and the student perspective. Under each she presented the issues that emerged from the data gathered from the stakeholder group. Comments made specifically about the requirements of undergraduate students are not included in this summary.

With respect to the library school perspective, the 12 library schools which responded expressed varying views on the need for fieldwork placements. There were also differing views on the format practica should take, because there was no standardisation of procedures. Several alternatives to fieldwork were suggested, each with its own advantages and disadvantages. Some of those mentioned were: previous library experience; library visits; the teaching library; and the use of management techniques in teaching. It was acknowledged that the greatest disadvantage of all these alternatives was their "unreality". The chance to work alongside professionals was valued highly.

The range of students entering library school was considered a problem, with "tutors not always able to anticipate the outcome of fieldwork placements". In addition, "there is not always a correlation between academic performance and performance in a working environment" (Hall, 1986: 7). The attitude to the timing and duration of practica was found to vary between the schools. While it was acknowledged that the timing of the practicum had to be chosen carefully so that students were placed at times convenient to hosts, there was not one common time convenient to all hosts.

The briefing of students was another important factor in the success of the placement. To make clear the importance of the practicum it was felt that the practicum had to be integrated into courses. This was done by a variety of methods. One of the most common ways reported was to make students collect data on their host which was to be used at a later time in the course. Other ways were presentation of a written report on the placement, or the use of various forms of de-briefing sessions.

The problems related to the supervision and assessment of students were many, and these were described at length. Hall suggested that there seemed to be no sign that fieldwork would diminish in significance in the information age; rather, that it would play an increasingly important part in preparing students.

With respect to the library perspective only three of the 73 responding libraries reported that they did not accept fieldwork students. The range of students enrolled in courses posed a problem to the hosts. Some hosts stated that it was difficult to find the right level of work for students to be exposed to. There were in the main three types of programmes offered by the hosts: management overview; general work experience; or intensive training in one aspect of library work. The duration of the individual practicum affected the type of programme chosen for the student.

Hall (1986: 20) noted that there was a growing trend among libraries to expect students to perform work which was approximately equal to the time the hosts spent on training and education. She reported that 61 libraries (87 per cent) felt that fieldwork students made a worthwhile contribution to the work of their institution; although hosts who had students for a week's attachment responded: "How can they in a week? We ... expect little practical benefit". The timing of placements was also an issue among the academic librarians; placements early in the autumn and summer terms were considered not optimum times. Hall commented that more communication and liaison was required between school and library on the matter of timing.

Librarians saw the numbers of students coming to them and some of the conditions of work, e.g. insurance and remuneration, as contentious. On the issue of assessment of students, librarians considered that their reports should be regarded as confidential, with only "the essence" of it being conveyed to the student. They said that this was not always the case. Another major cause for dissatisfaction from the hosts was the students' general attitude to work, and what was considered to be their lack of motivation. Several suggestions were forwarded as to the possible causes.

Librarians made the following suggestions for improvements in the administration of fieldwork placements (Hall, 1986: 26):

better briefing of students
better timing of placements
compulsory one years' previous experience
compulsory two year's previous experience
longer placements
mandatory projects
mandatory report
more attention paid to matching student to library
more contact between tutors and libraries
more information as to expectations of schools, and
preliminary visit to library.

From the student perspective, Hall (1986: 28) reported that the students in her sample were "virtually unanimous in their belief that fieldwork was an essential part of librarianship courses". It was also "seen as important in providing opportunities for the acquisition and/or development of communication skills". Students were not so unanimous, however, in their view on the desirability or otherwise of being required to perform non-professional work while on practicum. Some regarded it as essential while others were "hostile" to the expectation.

Hall reported that while students saw the need for being exposed to a variety of tasks, they also saw the value in having a structured programme to work to. Two respondents commented on the desirability of having a task to see through from begining to end. Hall (1986: 31) listed what her respondents saw as the main objectives of a fieldwork placement:

opportunity to observe current practice	0%
opportunity to gain practical experience	61%
opportunity to relate theory to practice	35%
introduction to the world of work	4% .

She commented that the drop in the numbers of students being able to gain work experience in libraries prior to enrollment in courses could account for the high response rates, cited above, of students wanting to gain practical experience and wanting to relate theory to practice. Students in Hall's sample wanted experience in reference and information-searching, and expressed disappointment in only being allowed to observe computer searches because of the costs involved in on-line access to databases.

On the issue of timing and duration, there was a great diversity of views. The main concern was that the practicum should not appear to be an untimely interruption to the course. In addition, respondents expressed a desire for longer placements, placements in different types of libraries, and dissatisfaction in the rolling practicum. The four-week and the one-year sandwich course placements were most popular.

Students preferred to be placed individually in libraries, as the relating of theory to practice was regarded as an individual process. The question of remuneration exposed feelings that were more divided; 43 per cent expected to be paid, and 57 per cent did not. Students were apparently aware of the problems that receiving payment would pose, including the 'drying-up' of placement opportunities.

Students were concerned about supervison received and assessment made by hosts while on practicum. They were almost unanimous in their view that they would like supervisors to tell them if they were dissatisfied with their performance. Students reported that supervison was in some instances 'hit and miss', with superivisors being too busy on "bad days" to devote any attention to them.

Hall (1986: 39) summarised the suggestions for improvements made by students:

variety of tasks and variety of libraries
well structured training programmes
opportunity for a preliminary visit to the institution before the placement
better briefing and de-briefing sessions, and
not only libraries be used for placements.

She concluded that her study, though limited in scope, revealed a number of issues. While there was general agreement among all stakeholders that fieldwork was necessary, there was a divergence of views among stakeholders as to what the timing and duration of the practicum should be. There seemed to be little appreciation between groups of the constraints affecting each other. The lack of communication between groups was especially highlighted. Students were unanimous about the need for there to be a structured training programme. There was a need for greater financial support to be made available for students' expenses and for payment of supervising tutors. Assessment was of particular concern to students, as was the quality of supervison; it would be helpful if a standard assessment form could be used by all schools.

The publication of the findings of Hall's study is timely for the purposes of this study. Of all the studies found in the literature, it parallels this study most closely.

2.6 THE PRACTICUM IN RELATED PROFESSIONS

In discussing the role of the practicum in library and information studies, it is relevant to examine briefly the role of the practicum in academic courses for other service professions, including the health professions, social work and teacher education.

In the health professions, social work and teacher education the practitioner, upon entry into the workforce, is supposed to be able to draw upon all the principles learnt and apply those that will suit a situation or problem best when it arises. For example, the school teacher needs to be able to select the most appropriate method of getting a lesson across to a particular class, given the subject in hand, the level of the pupils, etc. A different class or subject may call for a modified or even different approach. This ability to use professional judgement successfully when choosing the skills most applicable in a situation generally marked by many variables is what characterises a competent professional.

The aim of a professional education, therefore, is to give professionals the underlying principles governing the practice, so that they may be in a position to exercise good judgement in a particular situation. It is believed that to successfully acquire this judgement, students should be given the chance to practice often the skills they have learnt, under the supervison of an acknowledged competent professional in the field.

2.6.1 Clinical Practice in the Health Professions

The health professions have had a long commitment to clinical practice, as described by McGuire (1974), Roper (1976), Newble (1977), Katz and Snow (1980), Harden and Cairncross (1980) and Skurski (1985).

Roper (1976) reviewed the literature on the history of nursing in Britain over the last century, and concluded that current nursing education still follows an apprenticeship system, albeit modified. She described briefly the debate that has taken place over the last hundred years between educators and nurses, as to the best way to prepare a practitioner. The parallels in this debate, and the one conducted in librarianship, are marked by their similarity of argument and time-span.

Ottley (1952, as cited by Roper, 1976: 3) noted that Florence Nightingale "never considered that techniques could be learnt from a book... [and] advocated practical apprenticeship under a good ward sister." Ryle (1968, as cited by Roper, 1976: 3) went back to Aristotle for support of his argument, which he believed could be taken to include nursing: "... the things that we have got to do when we have learned to do them, we learn to do by doing them". Tyler (1952, as cited by Roper, 1976: 3) believed that in nursing it was the application of a principle to a particular practice that required imagination and judgement, and that the judgement required could be acquired only by constant and frequent practise in the presence of those who already had it. This view has already been illustrated in the library education debate by those who favoured the hands-on approach to learning.

The objective in clinical practice seems to be to allow students to develop and make highly sensitive their "signal-receiving system", the system by which they are able in the real situation to judge, for instance, what the cause for a complaint for nausea might be. They must select the probable cause of the complaint from among all the clues they receive so that the correct medication is prescribed or the correct comfort measures suggested. Fivars and Gosnell (1966, as cited by Roper, 1976: 29) saw clinical judgement as being essential in the practice of nursing. The "inter-relationship of thinking, reasoning and intervention" (Roper, 1976: 28) is quite similar to the task the reference librarian performs when selecting, on the basis of the clues received from the reader, the most direct and productive source of information, that will answer the enquiry from amongst all the possible sources of information held in the library or known by the reference librarian.

Another Aristotelian view of what the nurse should have is competencies to perform tasks to meet established criteria of performance. Guinee (1978) and Kujore (1983), in discussing the problems of providing a professional education in a country with a rapidly rising population, observed that "an organism only learns what it does." Thorndike (1932, as cited by Kujore, 1983: 90) said that the factors which facilitated connections being made between situations and responses were frequency, recency, intensity, vividness, resulting satisfactions, similarity of situations, and the capacity of the subject. Kujore (1983) asserted that the process of learning also varies with the way the learner perceives his environment, and therefore culture and learning and the importance of language in culture are yet other important variables to learning.

Walldren (1974: 14), in writing about practica for the medical profession, said:

> ... the resulting thrust of instruction is designed to facilitate specific learnings that have been identified in terms of performance and competence, not courses and content. A medical student can shift his energies from engaging in feats of memory to acquiring the competence that medical practice requires. He can become actively involved in meaningful learning ... rather than passing through a specified set of instructional experiences.

Testing procedures have been implemented to ascertain if students who could diagnose symptoms on paper could also recognise them when present in a patient. Harden and Cairncross (1980) gave examples of two such tests used for medical students. In one, the student is asked to examine the function of the patient's fifth cranial nerve. In the other, the student conducts a clinical medical examination. Skurski (1985) described the organisation of nursing rounds to correspond with specific nursing problems being taught. No similar tests or training procedures were found described in the literature on library education.

Schwirian (1976) described a study she conducted to evaluate the success of nursing education and the effectiveness of nursing practice. She saw the answers as being important to maintaining the quality of the service rendered by her profession. Phase 1 of Schwirian's study was to conduct a survey of the issues reported in the literature. Phase 2 involved collecting data on the adequacy of the known criteria by which schools judged student nurses to be promising, thus producing operational definitions of what was "a successful nurse" and what was "effective nursing performance". Phase 3 was to ascertain the relative success of selected beginning professionals in the work setting, via self-appraisals and appraisals from their supervisors. This was done through the design and administration of two questionnaires.

Results from Phase 2 showed that whereas it had been assumed that the definitions received from the action-oriented and role-oriented questions would be synonymous, they were in fact not. Schwirian suggested that until nursing education and nursing practice were in synchrony, the definitions would not be. The results from Phase 3 of Schwirian's study were not described.

2.6.2 Practice Work for Social Work Students

Social workers practice in a field where many variables can operate at any one time. While students can be alerted to the range of possible variables in the classroom, the dynamics of their operation in the real situation can only be experienced through practice. The social worker is required to exercise professional judgement competently and successfully on each occasion. As in other service professions, therefore, students "learning to be" professionals in this field are given the opportunity, and in some courses required, to practise the skills and crafts of the profession before they are accepted as a "practitioner".

2.6.2.1 THE UNITED KINGDOM

The definition and objectives of the practicum in social work education are laid out plainly for the British profession. Holmes and Bryant (1977: 153-154) saw the two objectives for community work placements in relation to the social work course conducted at Glasgow University as:

> 1. ... to provide social work students with a basic introduction to how particular community agencies operate and the types and ranges of issues, problems and controversies which can influence the activities of full-time workers and local residents.
> 2. ... for the teaching of practice skills in community work ... which is ... essentially concerned with..."doing" community work: the arts, techniques, information and insights community workers need and how they organise and apply their knowledge and experience in action situations.

The organisational stages of the placement and the activity that the school prefers its students to be involved with during placement are described in detail. Six skills are seen as being necessary for the practitioner: engagement, organisation, planning and policy, action, communication, and political skills. Holmes and Bryant (1977) suggested that these skills could be applied to a variety of community work settings.

Williams (as cited by Holmes and Bryant, 1977: 152) criticised the vagueness which generally surrounds the planning, organisation and indeed the definition of what the practicum is intended to achieve for social work students, stating:

> ... I don't think they are altogether clear what will come out of the placement, or in what way the placement fits into the overall job that the social worker is later going to do.

2.6.2.2 NORTH AMERICA

In North America social work is a service profession in which practical experience is seen as an integral part of the curriculum. The Council on Social Work Education (CSWE) in New York is reported by Jones (1984: 45) as adopting in its Curriculum Policy Statement a "... field practicum as a full-fledged curriculum component", thereby "recognizing the fact that quality social work education cannot exist without a strong field component ..."

Johnson (1976) described the role and the place of the social work practicum in the Social Work programme at the University of South Dakota. No part of the course stands alone and there are two periods of practice, described as a "two-semester integrated practice sequence." The practice sequence is dependent on content taught. The approach used was developed as a means of presenting the whole array of knowledge of social work practice. It is expected that students undertake comparative study to place a variety of conceptualisations in a common form, and to build up their understanding of the common core. The students are then also in a position to choose what to pursue in depth.

Until recently, the heavy investment put into the social work practice programmes has not been matched by adequate measures for evaluating the learning outcomes from the practice. Whiteman and Nielsen (1984: 36) described a test they devised, called the Macro-Practice Social Work Knowledge Test (MPSWKT) which was intended to provide a means for both educators and students "... to evaluate the process and outcome of teaching stategies and educational programs related to social work practice". This reflects the seriousness with which the Council on Social Work Education views the role of the practice programme.

Somers (1970: 83) described the role of the social work teacher and the teaching/learning process undertaken by educator and learner. While going into great detail about the teaching/learning process and the many theories that have been put forward about the special relationship between teacher and learner, little mention is made of the learning that might take place on social work practice. She suggested that:

> .... the unpredictability of human responses in the problem-solving processes of social work and of learning and teaching require a high degree of flexibility coupled with clarity of purpose and structure of the knowledge involved. This is one part of the uncertainty of knowledge and of human relationships with which social work students must be prepared to cope throughout their professional lifetimes, and for which the model for coping must be well established within professional education.

Korbelik and Epstein (1976) attempted to evaluate students' time and achievement in social work practica at the University of Chicago School of Social Service Administration, where students themselves were allowed to allocate time to the practicum according to their needs. Detailed results were described (especially those relating to time spent in client contact), categorised by students' year of study within their course. Korbelik and Epstein mentioned that during the students' course of study special emphasis was given to the importance of practice in the skills that would be required when they were practitioners. The study reported that an average of 2.5 hours in direct client contact was spent by each student per week, out of the average of 10.5 hours in total practicum activities. The authors stated they were unable to find reports of any other similar studies.

The lack of control by schools over the quality, type and spread of experiences their students are exposed to on practicum seems to be a general problem in this and other fields. One of the ways to overcome some of the problems was suggested by Ward (1973), who believed that supervisors should be paid by the professional school to ensure that the objectives of the educators and their teaching programme were met.

2.6.2.3 AUSTRALIA

The Stevenson study (1978), conducted for the Commonwealth Department of Social Security, described the evolution of social work training in Britain, the United States and Australia. She described the shift from field training, to training programmes which were first offered in colleges, and then in universities, as practitioners came to recognise the status issues.

In social work there has also been a history of tension between school and field, as the transition of training from the master/apprentice model to the teacher/student model occurred. With the constant refining and development of the criteria which should characterise field placement for a social work student, Stevenson (1978: 17) summarised those which have remained central:

> 1. the presence of a qualified practitioner as the field teacher
> 2. techniques for the integration of class and field learning
> 3. a range of experience introducing the students to a variety of social problems and also a variety of welfare services
> 4. a sufficient span of time which would allow the student to incorporate the new learning experience on both an emotional and intellectual level
> 5. the evaluation by field teacher and school of the student's performance.

Stevenson (1978) provided a full description of the administration and staffing of placements. She saw the field component of social work training as being on a one-to-one basis, under the guidance of a qualified practitioner, and for a lengthy period. She acknowledged that this was an expensive use of the resources of the field-practitioners and students, especially time. The involvement of the schools in the exercise was also considered costly, and steps were being taken to decrease some of the planning costs. The study was specifically concerned with the resource implications of the field component in the training and education of social work students; it did not, therefore, deal with the learning outcomes of students while on their placements.

2.6.3 The Practicum in Teacher Education

The fourth type of practicum to be reviewed is teaching practice, within teacher education programmes.

2.6.3.1 THE UNITED KINGDOM

In general terms the practica for teachers in Anglo-Saxon countries are run along similar lines. Students spend several weeks en-bloc in schools practising how to teach pupils. They are supervised both by their lecturers from their tertiary institution, and by the teacher at the host school who would normally take the class. The guidance given by the co-operating teacher is generally practical rather than theoretical (Stones, 1985).

2.6.3.2 NORTH AMERICA

Conant (1963: 27) defined "practice teaching" in the North American context:

> Practice teaching involves the future teacher's participating in the activities of an elementary or secondary school classroom under the guidance of the regular teacher and with the supervision of a professor of education.

He discussed the conflict of opinion between the educators and the practitioners on the issue of the importance of the teaching practice component to the competence of the practitioner. Conant (1963: 59-60) stated:

> ... amid all the conflict [there are] only two points on which all are agreed: first, before being entrusted into complete control of a public school classroom, a teacher should have had opportunites under close guidance and supervision to actually teach ... and secondly, the ultimate question the state should ask is 'can this person teach adequately?'

However, his view that teaching practice is "an indisputably essential element" of teacher training is disputed by Zeichner (1980: 45-46). Zeichner challenged what he saw as two contradictory myths surrounding the topic:

> ... myth one : practical school experience necessarily contributes to better teachers, and , ... myth two : teacher education's institutional structures of teacher education are totally coercive; students passively conform to school bureaucracies' conservative norms.

To resolve the contradiction Zeichner (1980: 46) stated that he had searched the literature with the view to answering two questions:

> 1. What is known about the impact of the experiences on the beliefs and practices of the neophytes who participate in them?
> 2. What do students actually learn from field-based experiences?

He found that despite the numerous studies conducted on the topic, no meaningful data existed from which to draw conclusions. Zeichner (1980; 1981/82) reviewed the literature in the area of teacher education, the innumerable studies conducted on fieldwork in this area, and their respective findings and subsequent implications for the understanding of the problem as he defined it. He concluded that studies needed to concentrate more on the quality of the experience as actually implemented in the field and on what is learned by the learner, because so little is known of the benefits of the system of fieldwork as it is practised. Zeichner also thought it would be a step in the right direction for neophytes to be regarded seriously as active rather than passive agents in their own professional development. He called for more illuminative research into what they learn during their practicum experiences so that the programme could be matched with a realistic expectation of the quality of the experience in the field.

Zeichner (1986) lamented the lack of studies dealing with what he saw as the "real issues" of the practicum. While he discoursed on the key issues of content and context within the practicum, he failed, however, to answer any of the questions he raised himself. The questions he posed are nevertheless similar to the ones posed for this study.

2.6.3.3 AUSTRALIA

The practicum has been used extensively by teacher training institutions in the training of teachers in Australia, as it has in other parts of the world. Since the 1900's, brief periods of observation and practice were incorporated into two-year training courses offered by teacher-training colleges to compensate for the loss of the four years of practical experience trainees got in the apprenticeship system, which operated between 1850 and 1900. The 1960's provided a period of reconstruction, with longer and better organised practicum periods being introduced into courses (Turney, 1982).

In spite of the long-standing tradition of teaching practice, problems still exist with regard to its organisation, planning and implementation. The gap between intention and implementation, and the lack of communication between tertiary and school personnel as well as between student and teacher, may instill negative attitudes towards the programme. While teachers exercise a great deal of control over the individual student's practicum, they are not responsible for their progress through the course, especially with respect to assessment and evaluation.

Turney (1982) stated that there is much that can be done to improve the organisation of the practicum programme for Australian teachers by establishing clear objectives which can be implemented;

planning student experiences to match educational goals; selecting skilful and committed tertiary and school supervisors with adequate time to pursue their roles; and giving supervisory personnel joint responsibility, with tertiary educators, for the evaluation and assessment of students' performance.

Turney (1982: 80-81) provided the results of a survey of tertiary supervisors and co-operating teachers who were asked to rate what they saw as the "important to very important" purposes of the practicum. The purposes rated as the five most important were :

1. to develop effective teaching skills and strategies
2. to develop skills to establish appropriate relationships with children
3. to develop greater understanding of children
4. to develop the ability to plan and organise teaching
5. to experience success in the teaching situation and so acquire confidence.

2.7 COMMON THEMES EMERGING FROM THE LITERATURE

The reasons given for the incorporation of a practicum into professional programmes including library education programmes are summarised below, as are the negative aspects of the practicum component. They are not attributed to particular authors, as they have not been quoted directly from any one author, but distilled from the literature cited.

The reasons given for incorporation of the practicum component are as follows:

*Theory taught in the classroom can be linked directly to practice.

*Students are given the experience of validating under guidance their theoretical knowledge in the light of the real world.

*The practicum serves as one means of counteracting the possible over-emphasis on theory taught in the classroom.

*The practicum aids instruction and helps understanding.

*Librarianship is a dynamic profession which cannot be learnt in vacuo.

*The neophyte is exposed to the reality of libraries, as well as the limitations and restrictions placed on them in the real world.

*Students are exposed to the attitudes of and professional standards set by practising librarians.

*The host librarian is given an opportunity to "look-over" without obligation, with a view to recruitment, young professionals coming on to the employment market.

*The experience gained is less artificial than their learning in the classroom.

*Students are given an opportunity to demonstrate, under guidance and supervision, their interpersonal skills.

The negative aspects of the practicum component are given as follows:

*The isolated periods of practice are removed from teaching and guidance of faculty.

*Students might be unable to check their day-to-day problems with their faculty tutor.

*Work experience cannot always be organised to run parallel to the curriculum; thus the link between theory and practice may not always be made.

*Host librarians cannot be expected to know the curriculum adequately enough to help students see the relationship between their course and the practice.

*Assessment made by the host librarian is not always reliable.

*Assessment of the student on practicum made by the library school tutor tends to be hit-and-miss, as it is based on only one or two visits to the host library.

*The size and type of libraries acting as hosts are varied: therefore, the experience gained by individual students is similarly varied.

*Controlling and assuring the quality of the learning experience is difficult.

*Administrative arrangements regarding placements are complex and therefore expensive.

*Part-time students in full-time employment outside libraries may experience difficulty in fitting in a full-time practicum.

*Appropriate supervisors are not always available in host libraries.

*Those persons who are the best practitioners are not necessarily the best teachers.

As seen in all the professions discussed, there is a close similarity of argument on the role of practice in professional education programmes. In the profession of librarianship in Australia, there is a lack of factual data from which to draw any conclusions on this issue. Thus, it is hoped that this study will provide some data which might throw some light on some of the issues raised.

CHAPTER 3

METHODOLOGY AND CONTEXT OF THE STUDY SITE

The purpose of this research, in broad terms, was to assess whether, and if so how, a practicum contributed to a course of professional education for librarianship. In order to address these questions adequately, it was necessary to select an appropriate method for the conduct of the research. This chapter deals with the choice of methodology for the study, as well as the decision as to where the study would be conducted.

3.1 THE CHOICE OF A QUALITATIVE APPROACH

The term "qualitative methodology" has been used as an umbrella term to describe an approach to inquiry that is opposed to quantitative methodology. As Oldman (1981: 237), described it:

> Research called "Qualitative" is ... a loose amalgam of a particular subject matter which may stress the unique rather than the typical, an exploratory rather than pre-planned approach to design, and an emphasis on interpretation rather than association as a mode of discovery.

The qualitative approach has been variously named by its proponents. These names include 'illuminative evaluation' (Parlett and Hamilton, 1976), the 'phenomenological approach' (Marton and Svensson, 1979) and the 'naturalistic inquiry paradigm' (Guba, 1981). Lincoln and Guba (1985: 7-8) added to the list with:

> ... other aliases as well, for example: the postpositivistic, ethnographic, phenomenological, subjective, case study, qualitative, hermeneutic, humanistic. It has so many names because the persons who profess to practice it tend to take different views of what it implies, in the same way that persons who profess to be Christians may nevertheless prefer to be known as Catholic, Orthodox, Lutheran .... and so on.

Researchers who have supported the use of qualitative, rather than traditional quantitative approaches in investigations, have provided their own justification.

The qualitative approach has been applied in studies relating to aspects of human behavior and activity, where issues and variables are multi-dimensional and complex. These complexities were often not understood when the traditional quantitative methodology was used because the quantitative approach failed to acknowledge what Hounsell and Winn (1981: 204) described as:

> ... the ways in which individuals' actions are shaped by their own, often highly distinctive views of everyday reality. Coming to understand the individual in a 'real life' setting has thus become a goal in itself for some social researchers and in pursuit of this goal they have turned to a qualitative approach.

As advocates of the naturalistic/qualitative approaches to inquiry, Guba (1981) and Guba and Lincoln (1981) anticipated the need to establish the credibility and acceptibility of such approaches. They therefore produced a set of criteria by which researchers could make public the basis on which to judge the trustworthiness of data derived from naturalistic inquiry.

They saw their criteria as being comparable to those demanded by investigators using traditional quantitative approaches. They gave the name 'truth value' to the first of these criteria, which they equated with internal validity. They maintained that investigators using a qualitative approach needed to establish the validity of and thus confidence in their findings, and they suggested various ways which would suit the data collection method used by which data collected could be corroborated.

They labelled the second criterion 'applicability' which would parallel external validity and generalisation. In the quantitative approach, data are collected in ways to make "the chronological and situational contexts irrelevant to the findings" (Guba, 1981: 80). Thus, an hypothesis is tested from which generalisations are made which would apply in any context and over a period of time. Nevertheless, Guba and Lincoln (1981: 327) saw qualitative approaches being applied to studies where context and situations were important and generalisations could not be made. Rather, they saw the qualitative approach as a means "to provide the descriptive and value data base that will make it possible for someone else in another setting to make the judgement by collecting comparable data".

They named the third criterion 'consistency', which they compared to the reliabilty required of data collection instruments used in the traditional approach. Guba and Lincoln saw the need for reliability in qualitative instruments too; however, they acknowledged that when the instruments used were human, there was an inbuilt possibility of inconsistency of results. In the traditional approach reliability of instruments used meant that results were consistent, and that error, when it occurred, could be corrected statistically; in the qualitative approaches, inconsistencies indeed reflected reliability. Nevertheless, variations had to be tracked, accounted for and explained, and Guba and Lincoln described how these could be audited.

The fourth criterion was labelled 'neutrality', which is referred to as objectivity in the quantitative approach. Guba and Lincoln asserted that if their first three criteria were rigorously applied to investigations, the neutrality of data would automatically follow.

Miles and Huberman (1984: 22) gave some of the reasons they saw for the qualitative approach being attractive :

> ... the plausibility and readability of the findings of the qualitative researcher; ... the preservation of the chronological flow; [and] ... the ability to assess causality and derive fruitful explanations.

However, they also acknowledged that these professed advantages of the method posed their own problems. They described studies that did not document their methodology or method of data analysis as meticulously as was required. They stressed the need for the findings from qualitative studies to be fully described and documented. This would not only permit more accurate replication in follow-up studies (in terms of methodology and specific data analysis techniques), but also the verification and cross-validation of findings. The method chosen for presentation of data had to be related to the methodological approach used for data collection. They pointed out that while in the quantitative approach numbers might cause researchers to accept or reject hypotheses, in research studies where chronology and causality were important to the total picture, a qualitative approach should be considered as a viable alternative.

Guba and Lincoln, like Wilson (1981), maintained that the qualitative and quantitative approaches need not be seen as competing with one another; they could be used in combination, so that each could compensate for the weaknesses of the other. Similarly, in describing the nature of the qualitative methodology, Patton (1980) made the point that with the growing repertoire of evaluation procedures available to investigators, it was pointless to argue that qualitative methods were better than quantitative methods. Rather, investigators should know when each approach was more appropriate to use and which strategy would produce useful and valid data.

The methodological design for this study has incorporated the elements of qualitative methods as outlined by Patton (1980: 22-47):

> Qualitative measurement has to do with the kinds of data or information that are collected. Qualitative data consist of *detailed descriptions* [sic] of situations, ... *direct quotations* [sic] from people about their experiences, attitudes, beliefs, and thoughts .... The data are collected as open-ended narrative *without* [sic] attempting to fit program activities or peoples' experiences into predetermined, standardized categories such as the response choices that comprise typical questionnaires or tests. ... The purpose of these data is to understand the point of view of other persons. ... the researcher does not attempt to manipulate the research setting. ... the point of using qualitative methods is to understand naturally occurring phenomena in their naturally occurring states.

3.1.1 The Application of Qualitative Approaches in Education-Related Studies

Neill's (1975) demand to know *how* practical experience aids instruction can be approached from two alternative perspectives: one, perhaps the traditional, is from the point of view of the teacher; the other, is from the point of view of the learner.

Parlett and Hamilton (1976) saw the qualitative approach as a more meaningful alternative to the traditional quantitative method. They referred to the traditional quantitative method as the "agricultural-botany paradigm," in which pre-tests were conducted where seedlings are weighed and measured, and then exposed to different sets of adjustable variables (such as fertiliser, water, light or soils etc.); after a time their attainment (growth and yield) was measured. By repeating the experiments, the relationship and effect of each on the other was deemed to be predictable.

Parlett and Hamilton asserted that such studies were inappropriate for the evaluation of educational innovations, because students should not be treated like experimental plant crops. Amongst the shortcomings of quantitative approaches, was the failure to recognise that students underwent change during the period of study, and because the change and/or changes were not always attributable to a single input, conclusions drawn could be suspect.

Marton and his associates, working as the University of Gothenburg Research Group in Sweden, developed a methodology which allowed information to be gathered from the learner's perspective (Marton and Svensson, 1979; Gibbs, Morgan and Taylor, 1982; Marton, Hounsell and Entwistle, 1984). The work of Marton has been influential in developing an approach to studying the behaviour of students in the teaching/learning process. A qualitative approach was used to discover what students understood about particular concepts, as opposed to how much they could remember and repeat after learning. The emphasis on the context in which learning took place was also crucial to the Gothenburg researchers. While their methodology has been described by several writers (Entwistle, Hanley and Hounsell (1979); Biggs (1979); Gibbs, Morgan and Taylor (1982); and Zeichner (1986)), Marton and Svensson (1979: 473) described their own perspective thus:

> Learning always occurs naturally in context.... The context of learning is not described independently of the learners, but rather through their eyes. The description thus refers to the way in which students related themselves to the situation ... it always has had content as well.... We consider the findings and descriptions of fundamental aspects of various learning materials to be one of the main tasks of research into student learning.

Thus, Marton saw what students learnt as not only having content but also as occurring in a specific context or situation. In addition, he saw the process or act of learning as a conscious experience of which the learner had to be aware. He therefore suggested that research into student learning needed to be conducted with two different but nevertheless complementary perspectives. The first of these was observational (from-the-outside), or what the investigator perceived to be the learning that had occurred. The second was experiential and phenomenal (from-the-inside) and represented the students' perspective in describing their learning experiences. Marton's aim in this kind of research was to describe, analyse and understand learning experiences within a contextual situation which encompassed not only what was learnt, but also the conscious participation of the learner. He labelled this approach phenomenological (Marton, 1981: 181).

Marton and Svensson (1979) stated that in the traditional approach to research, qualitative data collected by interview or participant observation were used only as the bases from which to produce measuring instruments which were then used in the main study to produce the quantitative results, such as the testing of hypotheses. They argued that such data which describe qualities should be recognized as results in their own right. With respect to data, Marton and Svensson distinguished between how data are conceptualised, rather than how they are collected. For instance, results describing learning could be ascribed a general meaning where they would be the same for all cases; or they could be put into a context-dependent meaning where they would vary between cases. Marton and Svensson saw the important issue as being how valid descriptions of student learning were obtained to make the decision of what was general and what was context-dependent.

In tune with Marton and Svensson's approach, Taylor (1986) conducted an intensive, rather than extensive study, of eight learners, and the way their experiences throughout their course in adult education promoted self-directed learning. She described four phases and phase transition points through which students pass in their experience of learning, and asserted that all learners, at some time, pass through all these four phases as they experience learning. She tested her hypothesis by using interviews she conducted with her sample group, in which they gave a detailed description of each of their learning experiences. In gathering data Taylor used unscheduled, open-ended interviews, both inside and outside the classroom. She supplemented her interview schedule by asking appropriate follow-up questions when clarification, elaboration or verification were necessary. This created the environment in which students could give a full description of their experiences.

The application of a qualitative approach to the study of the practicum has specific dimensions, such as the curriculum studied, the quality of host libraries chosen, and the nature and quality of experiences to which students are exposed. McIntyre (1983, as cited by Zeichner, 1986: 17) drew attention to two of the dimensions which could affect the teaching/learning process. These were the teaching programme of which the practicum forms part, and the range of institutional settings in which students might find themselves. In addition, Becher and Ade (1982: 25), writing on practica in teacher education, referred to the need for studies relating to practica to consider that :

> By their very nature, no two placement sites are alike. All vary on a number of dimensions, and it is likely that they may have potentially different effects and make potentially different contributions to a student's professional growth.

3.1.2 The Application of Qualitative Approaches in this Study

The advantages claimed in the literature for the qualitative approach appeared to be attractive and it was desired to explore the practicability and usefulness of that approach in an assessment of the educative value of the practicum as a component of the postgraduate course at DLIS. On the other hand, the relatively small size of the available student-group, together with changes in the method of conducting the practicum which were projected to take place during the proposed period of research, appeared likely to introduce serious danger of statistical invalidity in any results obtained from an application of the quantitative approach. Therefore, it was decided to conduct this reseach using the qualitative, rather than the quantitative approach.

Investigators who might adopt qualitative approaches in their studies do not have the range of sophisticated data-gathering tools and techniques that have become associated with, and are available for, quantitative methodologies. However, despite this handicap, investigations within qualitative approaches have refined some very specific procedures for gathering and analysing data. They have done this to demonstrate the extent to which they would insist on rigour in order to satisfy methodological requirements. The work of Wilson (1981) who described structured observation, Hammersley (1981) who was concerned with ethnography, and Taylor (1986) who used detailed interviews, are representative of such efforts. Stenhouse (1981) described his case study technique of in collecting and presenting data, using the term case study synonymously with a qualitative approach. Similarly, Busha and Harter (1980: 152) stated that where extensive data are gathered and relationships between many variables needed to be drawn while still focusing on a single phenomenon, the qualitative approach was particularly appropriate. According to them:

> ... The overall purpose of a case study is to obtain comprehensive information. ... the primary advantage is the opportunity ... for thorough and detailed examinations and analyses of a research problem so that findings can be applied directly to the object of an inquiry. [It] has also been used in librarianship as an exploratory study conducted to discover and describe what exists, rather than to measure relationships between variables.

In addition to the techniques named above, other data collection methods that could have been appropriate for this study were considered. As already indicated, each of the groups of research questions posed in Chapter 1 was multi-faceted; inter-related data were being sought from the three stakeholders, through several inter-related investigations. While all groups were being interviewed on the same subject, their perceptions were from three different viewpoints. Thus, in reviewing the possible data gathering techniques, the following were initially considered: questionnaires, personal interviews, telephone interviews, diary keeping and observation.

The study was to some extent exploratory, as no report of a similar study was found to have been conducted in Australia. Had a questionnaire been designed, it would have been difficult to have known what values to impose on questions framed. Given that students' experiences on practica would be widely variable, it was important to gather data that were neither prejudiced nor constrained by the views of the researcher. It was intended that the study should reflect, as closely as possible, what the stakeholders felt about the issues raised in the research questions and what their perceptions were.

Diary keeping and participant observation were considered inappropriate to produce the quality of data sought and were therefore both discounted. Telephone interviews could have had some advantages over the personal interview; for example, they would not have involved any travelling time. However, it was recognised that this technique would have resulted in problems in the recording of the detailed responses sought, and it could have detracted from the spontaneity of respondents.

Personal interviews were seen to have a number of advantages over the techniques considered above. Respondents would be more candid, spontaneous, descriptive and expressive in verbal rather than written responses, and in face-to-face interviews as opposed to those conducted over the telephone. Interviews would provide the opportunity to probe with follow-up questions, either the issues raised or the responses that required clarification. There would be less chance of collusion between respondents in the personal interview situation than with the questionnaire method. Finally, it should have been possible to interview all subjects given the size of the sample of stakeholders being studied. With a mailed questionnaire procedure, however, it was doubtful that a 100 per cent return would have been achieved.

With respect to the recording of data, it was decided to use a tape-recorder rather than to take notes of responses by long hand. In note-taking, the complete richness of the data in dialogues could be lost. Also, in attempting to paraphrase responses, the researcher might easily distort the exact meaning that was intended by the interviewee. It was anticipated that the high level of concentration required to ask follow-up questions, would be diminished by the jotting down of comments. This, in turn, could have led to respondents' trying to pace their responses, and a possible lack of candour and spontaneity on their part.

The disadvantages of using the personal interview were fully realised. It was recognised that a succession of interviews with members of all three stakeholders would occupy more time and effort than issuing questionnaires or conducting brief telephone interviews and collating the responses, perhaps electronically. Nevertheless, it was expected that much more valuable data would result from using personal interviews because of the nature of the data sought. Therefore, because of the advantages, the personal interview was selected as the technique most appropriate for the aims of this study.

3.2 THE SELECTION OF A STUDY SITE

The DLIS at WAIT proved to be a suitable library school from which to choose the sample for this study. The DLIS offered two qualifying courses in librarianship: a three-year undergraduate course leading to the Bachelor of Applied Science (Library Studies), and a one-year graduate diploma course, available to holders of a first degree in another discipline, leading to the Graduate Diploma in Library and Information Studies. A total of 463 students qualified through the graduate diploma course during the period 1972 to 1986: 328 in the first 11 years of its operation, from 1972 to 1983 (WAIT,1983b: 26); 45 in 1984 (WAIT, 1985c); 40 in 1985 (WAIT, 1986b); and 50 in 1986 (Curtin University of Technology, 1987).

The DLIS had been conducting a practicum programme for its graduate diploma students since 1981; the faculty thus had considerable experience of practica with at least 130 graduates recorded as having undertaken a practicum (see Section 3.2.2). Moreover, the DLIS had decided to change the timing of the practicum component in 1986, from the end to the middle of the course, and this provided an opportunity to study the comparative advantages and disadvantages of the two modes.

3.2.1 The Practicum Component in the Graduate Diploma Course

The practicum has been a formal component of the Graduate Diploma in Library and Information Studies curriculum since 1981. Until 1985, students did an unpaid, four-week full-time en-bloc practicum in a library or information service of their choice during their summer vacation (November/December). This unit was called Library Placement 501, and attracted 45 out of a total of 245 credit points required for completion of the Diploma. A description of this unit reads as follows :

> This course is designed to give graduating Diploma students work experience in the library and information field. It is intended to provide opportunities for students to apply some of the theoretical concepts which have been learnt and to give students some practical experience. (WAIT Department of Library and Information Studies.1985d: 2)

For the purposes of this study, this form of practicum is referred to as an end-on practicum, where students undertake a four-week, full-time practicum at the end of their two-semester course of study.

In 1986 this period of practical experience was moved to the mid-semester break (June/July). This unit was called ILS 509-Practicum, and attracted 30 of 230 credit points required for completion of the Diploma. It was described as follows:

> This course is designed to give graduating Diploma students work experience in the library and information field. It is intended to provide opportunities for students to apply some of the theoretical concepts which have been learnt and to give students some practical experience as a basis for career decisions. (WAIT Department of Library and Information Studies. [1986c]: 4)

For the purposes of this study, this form of practicum will be referred to as the sandwich practicum, where students undertake a four-week, full-time practicum in the middle of their two-semester course of study.

A rolling practicum component, which is one undertaken over a 21-hour period each week, spread over one semester, was introduced into the undergraduate programme for the Bachelor of Applied Science (Library Studies) in 1985. It is not being considered in this study. However, in this study where it is necessary to describe models of practica that reflect this or a similar format of practical experience, the term rolling practicum will be used.

3.2.2 Placement of Students in the Practicum Component

To determine the number of students who had done a practicum, files in the DLIS were consulted, and figures compiled by the Institute's Statistician were sought, for the period 1981 through to 1986.

Table 3.1 shows the number of students recorded by the Institute's Statistician as being enrolled for the practicum units in the respective years, compared to the number of students recorded by the DLIS as being placed for practica in Perth's metropolitan libraries during the period. No figures were recorded in the DLIS files for 1981 and 1983. The discrepancy between the figures recorded by the Institute's Statistician and those recorded by the DLIS might be explained by student exemptions for previous work experience, "drop-outs", or by students opting to do a rolling practicum.

TABLE 3.1
STUDENT ENROLLMENTS AND PLACEMENTS
FOR PRACTICUM, 1981-1986

Year	Institute Statistician's Enrollment Figures	DLIS Figures: Nos. Placed
1981	38	N/A
1982	44	21
1983	39	N/A
1984	39	27
1985	48	31
1986	61	51
Total	269	130

The rationale for the selection of the qualitative approach and the study site have been set out for this investigation. The following chapter provides greater detail. It sets out the sampling procedures adopted and the data gathering instruments used to achieve the purpose and aims of the study.

CHAPTER 4

DESCRIPTION OF THE STUDY

The purpose of the study was to ascertain the degree of congruence between the expectations for student learning expressed by the faculty, host librarians and students on practica; and to compare the expectations with the learning outcomes as experienced by students. An attempt was also made to discover the value of the practicum in a library education programme, and to assess the bearing that preparation for and the organisation of the practicum might have on learning outcomes. To achieve this purpose five broad research questions were framed, as set out in Sections 1.2.1 to 1.2.5.

The study which encompassed the three stakeholders was multi-faceted, and comprised several inter-related but separate investigations: the expectations of the DLIS faculty, the expectations of host librarians, the expectations and learning outcomes of end-on practicum students, and the expectations and learning outcomes of sandwich practicum students.

Structured, face-to-face interviews were used with the respondents, with follow-up or explanatory questions asked as necessary. Permission to record the interview was obtained from each respondent prior to conducting the interview. Verbatim transcripts were made from each tape-recorded interview.

Tapes were transcribed by the researcher, using a micro-cassette transcriber with headphones and foot-pedal attachment. An Apple MacIntosh 512/400 Micro-computer was used with *Micro-Soft Word* (Version 1.05) as the software program for the word processing. Transcription took place within two days of an interview being conducted; this was necessary because the set of micro-cassette tapes had to be re-used for the next scheduled appointments. Editing was done only where necessary in order to render transcripts readable, without disturbing the meaning conveyed by the respondent. Editing was indicated on the transcripts.

Each investigation had its particular aims, sample selection and variation to the data collection method just described. They will each be discussed in turn. The relationship of the various interview schedules used to the research questions posed are outlined in Section 4.5.

4.1 INVESTIGATION OF THE EXPECTATIONS FROM THE PRACTICUM HELD BY THE DLIS FACULTY

The aims of the first investigation were:

a) to identify the specific objectives that the DLIS faculty perceive the practicum as achieving, that is, to clarify the objectives of the practicum in terms of knowledge, attitudes and skills students are expected to acquire,

b) to ascertain the attitudes of the DLIS faculty to the practicum programme, since these attitudes could affect the success of the students' practicum,

c) to assess the extent to which the DLIS faculty prepare host librarians and students for the practicum, since preparation would affect students' learning,

d) to gauge the relevance, if any, of the timing and duration of the practicum, and to assess whether and if so how, it affected students' learning, and

e) to gather comments and suggestions on the preparation and organisation of the practicum; and to assess whether, and if so how, they affected students' learning.

The sample of the faculty was drawn from the full-time staff, including the Head of Department, responsible for teaching the core curriculum units to graduate diploma students in 1985. Part-time tutors and lecturers were excluded. Thus, five out of the eight academic staff in the department were interviewed. However, the fieldwork co-ordinator was also included in the sample. Although she did not teach any of the core units, she was responsible for the placement of all graduate diploma students, and for their assessment on practicum. She brought to six the size of the faculty sample.

The core curriculum units for which these staff were responsible within the Graduate Diploma in Library and Information Studies for the years 1985 and 1986, and the descriptions of each of the units as described in the WAIT Handbook, 1985 and 1986, appear as Appendices II and III respectively. It will be noted that no electives were available to the 1985 students.

Appointments for interviews with faculty members were arranged either by telephone or by written minute. The interviews were conducted in their offices over a period of one week, from 19 September to 26 September, 1985. They ranged from 40 to 60 minutes in duration. The interview schedule used appears as Figure 1.

Faculty of the DLIS were not interviewed again before the sandwich practicum students went out on practicum, because the faculty members interviewed in 1985 were experienced in the DLIS (see Section 5.1.1). With the plans to move the practicum from its place at the end of the course to the middle of the two semesters well underway in 1985, faculty members' contributions included their views on the timing of the practicum.

4.2 INVESTIGATION OF THE EXPECTATIONS FROM THE PRACTICUM HELD BY HOST LIBRARIANS

Although the study was primarily focussed on student learning, it was nevertheless important to gather host librarians' views on the DLIS practicum. The aims of this particular investigation were very similar to those in the investigation of the DLIS faculty, that is:

(a) to identify the specific objectives that the host librarians perceive the practicum as achieving, that is, to clarify the objectives of the practicum in terms of knowledge, attitudes and skills students are expected to acquire,

(b) to ascertain the attitudes of the host librarians to the practicum programme, since these attitudes could affect the success of the students' practicum,

(c) to assess the extent to which host librarians are prepared by the DLIS faculty, and how host librarians in turn prepare for students they are to host on practicum, since preparation would affect students' learning,

FIGURE 1

INTERVIEW SCHEDULE: FACULTY

1. What do you think the practicum achieves for the student?

2. What is your approach in the teaching of your unit to the graduate diploma students?

3. To what extent do you rely on the practicum to exemplify the principles taught in the unit you are responsible for?

4. One of the often-stated objectives of a practicum is that "it links theory with practice". How are students taught to recognise the relationship between what is referred to in the classroom and what they might see in their host library?

5. What is it that your unit would have contributed to students when they are functioning as practitioners.?

Note. The interview schedules for the other stakeholders appear on pages 54 and 57-59. The questions in each of the schedules exhibit minor variation of wording, one from another, although addressed to similar areas of interest. This was deliberate in order to meet, as precisely as possible, the differing points of view of each stakeholder and thus to encourage frank and spontaneous responses.

(d) to gauge the relevance, if any, of the timing and duration of the practicum; and to assess whether, and if so how, it affected students' learning, and

(e) to gather comments and suggestions on the preparation and organisation of the practicum, and to assess whether, and if so how, they affected students' learning.

The DLIS placed 23 students on the end-on practicum in 18 host libraries in 1985. To ensure that respondents chosen for the sample could make contributions based on their own previous knowledge of the DLIS practicum programme and their personal professional experience, the following criteria were applied to each of the 18 host libraries as the basis for selection:

(i) those which had participated in the DLIS practicum programme for WAIT students prior to 1985,

(ii) those which were managed by qualified librarians with more than five years' professional experience.

Thus, 15 of the 18 libraries were selected. In addition, one public and one academic library were added to the sample on the basis of their previous long term participation in the DLIS practica despite the fact they were not hosting students in 1985. The number of host libraries visited, therefore, was brought to 17.

All host libraries in the sample were located in the Perth metropolitan area. They represented the four types of libraries, and comprised seven public libraries, five special libraries, three academic libraries, and two institutions providing state-wide services. An alphabetical list of the 17 host libraries visited appears as Appendix IV.

Chief librarians in these libraries were contacted by telephone. A brief indication was given as to the purpose of the study, and arrangements were made for an interview with the chief librarian. In seven instances where the chief librarian mentioned that the supervision of the student on practicum rested with one or more members of staff, arrangements were also made for interviews with these staff members. In the remaining ten host libraries, the chief librarian supervised the practicum student.

For the purposes of this study, professional staff members supervising the DLIS practicum students, as distinct from the chief librarian, are referred to as on-site supervisors. Where no distinction needs to be made, chief librarians and on-site supervisors are referred to as host librarians.

Interviews with 23 of the 29 host librarians were conducted in their libraries within a space of five weeks, between 30 September and 30 October, 1985. The last three libraries were visited following a two-week break due to unforeseen circumstances, between 12 November and 19 November, 1985.

The order in which host librarians were interviewed was determined by their availability and the proximity of their libraries to each other. Interviews with each ranged from 20 to 45 minutes in duration.

A profile of each host librarian and a summary of their library's participation in the DLIS practicum programme was taken against the data gathering record sheet appearing in Figure 2. Data were provided verbally by the respondent and recorded by the researcher.

An interview schedule, which appears in Figure 3, was used for that part of the interview which was tape-recorded. For those host libraries where there were on-site supervisors in addition to the chief librarian, the interview schedule shown in Figure 4 was used as the basis of tape-recorded interviews. One interview with a chief librarian had to be conducted by telephone. In this case, the interview was not tape-recorded. However, notes were made of the respondent's answers to the questions asked from the standard interview schedule. The interview was transcribed from these notes later on the same day.

By applying the procedure adopted for the initial selection of the host librarians, all host librarians in the sample had prior experience with the DLIS practicum students. No interviews were conducted with the host librarians after the end-on practicum, because it was assumed that one more experience on their part would not have added substantially to the data. Data were gathered from a total of 29 host librarians in this investigation. As ten of the 17 were again hosting students in the sandwich

FIGURE 2

PROFILE OF HOST LIBRARIANS

[record sheet]

1. NAME OF LIBRARY
Type:

1.1 ADDRESS

1.2 TELEPHONE NO.

2.1 CHIEF LIBRARIAN (i)

2.2 ON-SITE SUPERVISOR (ii)

2.3 Qualifications: i)

ii)

2.4 No. of years professional experience: i) ii)

3. NO. OF STUDENTS PREVIOUSLY HOSTED

4. DOES LIBRARY HAVE AN INTERNAL IN-HOUSE PROGRAMME FOR THE STUDENT Yes/No

4.1 Does it take cognisance of the DLIS suggestions? Yes/No

4.2 If No, how is student organised round the library during the 4 weeks?

FIGURE 3

INTERVIEW SCHEDULE: HOST LIBRARIANS -- CHIEF LIBRARIANS

1. Why does your library participate in the practicum for graduate diploma students of the DLIS?

2. What do you hope the student will achieve from the attachment to your library/organisation?

3. How do you think your perceptions of the learning outcomes for the student compare with those held by the DLIS?

4. Do you have any expectations that the student will produce work for your library while on attachment?

If yes: *Does this match the costs incurred by your participation in the programme?*

If no: *The exercise is costing your organisation then. How do you feel about bearing these costs?*

5. How important do you think a practicum is for the new professional?

If Chief Librarian is also the On-site Supervisor, continue with:

6. How happy are you to give of your time and expertise to these students?

7. Have any benefits occurred in their coming to your library?

8. How have you found the timing and placement of the practicum from the point of view of student learning?

9. How familiar are you with the curriculum for the graduate diploma course?

10. To what extent do students refer to the knowledge they have learnt in the classroom whilst on practicum?

11. Do you encourage them to relate back and refer to the principles they have been taught?

FIGURE 4

INTERVIEW SCHEDULE: HOST LIBRARIANS -- ON-SITE SUPERVISORS

1. What do you think students gain from the practicum in your library?

2. How important do you think the practicum is as part of the total package of training for the graduate diploma student and in turn for the new professional?

3. How happy are you to give of your time and expertise to these students?

4. Do you see any benefits to your organisation in their placement in your library?

5. Do you have any expectation for work to be produced by students during their attachment?

6. How have you found the timing and placement of the practicum from the point of view of student learning?

7. How familiar are you with the curriculum for the graduate diploma course?

8. To what extent do students refer to the knowledge they have learnt in the classroom whilst on practicum?

9. Do you encourage them to relate back and refer to the principles they have been taught?

practicum, it was decided that no additional interviews would be conducted with the sample of host librarians in 1986.

4.3 INVESTIGATION OF THE EXPECTATIONS AND LEARNING OUTCOMES OF END-ON PRACTICUM STUDENTS BEFORE AND AFTER THEIR PRACTICUM

An investigation into expectations and learning outcomes of the students on end-on practicum was conducted in 1985. This investigation had the following aims:

(a) to ascertain from the end-on practicum students the expectations from and attitude to the practicum in relation to their education and training prior to their attachments,

(b) to discover, after their experience, the nature of their learning while on practicum,

(c) to discover how their experiences differed from their expectations,

(d) to ascertain how students perceived the preparation they received from the faculty and that made by their host librarians for their attachments,

(e) to assess the relevance, if any, of the organisation of the practicum, and in particular its timing and duration in relation to the above, and

(f) to gather any comments and suggestions on the preparation and organisation of the practicum, in relation to the above.

Of the 48 graduate diploma students enrolled for the practicum, only 23 students were placed to undertake the four-week en-bloc practicum, which took place between 18 November and 13 December, 1985. Although the end-on practicum was the norm for graduate diploma students, special arrangements were made to cater for special circumstances; ten students undertook either split, rolling or overseas practica. The remaining fifteen were given exemptions by the DLIS.

Of the 18 host libraries to be used by the DLIS for the end-on practicum, 15 met the criteria adopted for the selection of host librarians in the investigation as discussed in Section 4.2. The sample of students for the investigation of expectations and learning outcomes of end-on practicum students was therefore drawn from those students who were being placed in those 15 host libraries. The students had been placed by the fieldwork co-ordinator, using criteria set by the DLIS. Where more than one student was hosted by one of these 15 libraries, the last name on the list was chosen for this investigation. Given the exploratory nature of the study, this procedure was used for selecting the student sample so that correlations could be made between the data collected from the host librarians and the students.

Two sets of interviews were carried out with the sample of end-on practicum students, one pre-practicum and the other post-practicum. Students were initially contacted by telephone five weeks before they were scheduled to go out on attachment. The purpose of the study was explained, and students were asked if they would be willing to participate in it. Appointments for the pre-practicum interviews were set up to suit each student's schedule.

Interviews were conducted on the WAIT Campus, and these ranged from 20 to 35 minutes in duration. They were conducted between 14 October to 19 October, 1985. One student had to be interviewed by telephone three weeks later, due to unforeseen circumstances. In this case, the procedures used with the host librarian who was interviewed by telephone were repeated. (See Section 4.2.)

A profile of each student was taken against the data gathering record sheet shown in Figure 5, so as to get as much detail as might be relevant to the study. (See Section 5.1.3.) Students were interviewed against the interview schedule which appears in Figure 6. Each interview was tape-recorded with the permission of the respondent.

After they had completed their practicum, attempts were made to contact 14 of the original 15 students in the sample. Ten were contacted successfully by telephone on 14 December, 1985. Appointments were arranged for personal interviews with seven of them.

It was not possible to obtain the post-practicum interview from the remaining seven for the following reasons:

FIGURE 5

PROFILE OF GRADUATE DIPLOMA STUDENT [record sheet]

NAME

ADDRESS

TELEPHONE NO.

1. ENROLMENT: F/T P/T

2. ACADEMIC QUALIFICATIONS
(including professional qualifications, if any)

3. SUBJECT OF FIRST DEGREE

3.1 Date Completed

4. HAVE YOU HAD ANY WORKING EXPERIENCE IN A LIBRARY Yes/ No

4.1 In a professional capacity? Yes/No

Length of experience yrs mths

4.2 In a non-professional capacity? Yes/No

Length of experience yrs mths

5. HAVE YOU HAD ANY OTHER WORKING EXPERIENCE? Yes/No

6. DID YOU HAVE ANY PREFERENCE FOR TYPE OF LIBRARY FOR YOUR PRACTICUM?

6.1 Did you get your first choice, 2nd 3rd?

6.2 How happy are you with your placement?

7. SET UP TIME FOR FOLLOW-UP POST-PRACTICUM INTERVIEW

FIGURE 6

INTERVIEW SCHEDULE: END-ON PRACTICUM STUDENTS

PRE-PRACTICUM

1. *What stands out most about what you have learnt on the course?*

2. *How do you feel about the forthcoming practicum?*

3. *Has any reference been made to it in the teaching of the course?*

If yes: *Could you give examples of the kinds of references that were made?*

If no: *Would you have expected some reference to have been made?*

4. If student has had no experience working in a library:

Have you found the lack of library experience a disadvantage to learning on the course? Could you explain further?

If student has had experience working in a library:

Have you found the library experience an advantage to learning on the course?

5. *What do you mean by learning?*

6. *What do you expect to gain from the practicum?*

7. *What were your reasons for your choice of host library?*

8. *Some people believe that it is more important for students of librarianship to learn from practical library experience, while others believe the learning the students get in the classroom is more important for developing how they will behave and work. How do you feel about this?*

(1) One had left the state mid-practicum and returned interstate for family reasons.

(2) One revealed, when she was interviewed pre-practicum, that she was doing a rolling practicum rather than an end-on practicum.

(3) Two who were interviewed pre-practicum and who agreed to co-operate with the study later declined to do so.

(4) Three could not be contacted for the post-practicum interview in the week immediately following their practicum, because of the conclusion of the end-on practicum so close to the Christmas/New Year/summer holiday period. It was believed that to ask for their comments after the lapse of a month, or more, was perhaps to invite comments and impressions that had been tempered by time and influenced by subsequent events such as paid employment.

Post-practicum interviews were conducted between 20 December and 23 December, 1985, at the Bentley Campus of WAIT with seven students. The eighth was an overseas student. Since a personal interview proved not to be possible, she was interviewed by telephone shortly before she left Australia. The procedures used with the host librarian who was interviewed by telephone were repeated. (See Section 4.2.)

Thus, the sample was reduced to eight for the post-practicum investigation of the end-on practicum students. In order that a set of pre- and post-practicum data could be analysed for each end-on practicum student, only data from these eight end-on practicum students were analysed.The interview schedule used for the tape-recorded interview conducted after the practicum is shown in Figure 7. Alternative forms of some questions were framed in anticipation of possible need.

FIGURE 7

INTERVIEW SCHEDULE: END-ON AND SANDWICH PRACTICUM STUDENTS POST-PRACTICUM

1. *Now that you have completed the practicum, how would you describe the experience?*

or *How do you feel about your practicum?*

2. *How did it differ from your expectations of it?*

3. *How has it influenced you?* or *What effect has it had on you?*

4. *Do you think you could have done without it ?*

How do you think the practicum has helped increase your effectiveness?

5. *What stands out most about what you have learnt on practicum?*

Why do you say this? Why do you feel this way ? How did it happen?

6. *Could you describe the extent to which the practicum has complemented and/or supplemented the graduate diploma course for you?*

and/or

Was there a relationship between what you saw and did ,and what you learnt in the course?

and/or

How did the practicum experience help you make the connection between the principles you were taught in the classroom and what you saw in the host library?

and/or

How were you able to put all the theory into the context of your work setting/ your host library?

7. *How different did you find learning on the job from learning in the classroom? Why did you find it different?*

8. *How did what was expected of you compare with what you were able to do?*

9. *How do you now regard the value of the practicum as a learning experience?*

... Continued

FIGURE 7 CONTINUED

10. It has been said that the abstract falls into place on the practicum. How did it occur for you?

and/or

If you compare it with the learning in the classroom, how easy or difficult was it for you to learn on the practicum?

11. If you could schedule the practicum at the end or in the middle of the course, where would you put it? Why would you do so?

12. How adequate was the four-week period?

13. What was the easiest thing you were able to do on practicum? What was the most difficult?

4.4 INVESTIGATION OF THE EXPECTATIONS AND LEARNING OUTCOMES OF SANDWICH PRACTICUM STUDENTS BEFORE AND AFTER THEIR PRACTICUM

In 1986 the end-on practicum was replaced in the syllabus of the DLIS by a mid-course sandwich practicum. The opportunity was taken to investigate whether the change of timing of the practicum affected learning expectations and, more importantly, the learning outcomes of students. This investigation replicated that of the end-on practicum students; therefore, the aims of this investigation were the same as those listed in Section 4.3.

Of the 61 students enrolled in the unit ILS-509: Practicum, 36 were placed for the four-week en-bloc sandwich practicum between 23 June and 18 July, 1986, in 25 host libraries in the Perth metropolitan area. Five students undertook a rolling practicum. The remaining 20 were either given exemptions, mostly on the basis of previous relevant library work experience, or had withdrawn from the unit.

Since this investigation replicated the previous investigation of end-on practicum students, it was desirable to have a sample of approximately the same size. To allow for the possibility of a high attrition rate as experienced with the previous sample of students, a sample of 15 sandwich practicum students was again drawn. It was hoped that at least eight of the 15 would remain in this particular investigation through to the post-practicum interview.

The sample was drawn from the list compiled by the DLIS, of students to be placed on the sandwich practicum. It was not possible to select 15 students on the basis of placement in one of the 17 host libraries in which the host librarians were previously interviewed in 1985, as only 10 of these libraries were hosting students in the sandwich practicum in 1986. Therefore, a sample of 15 students was selected by drawing every third name on the list provided by the DLIS. These 15 students were placed in a total of 10 host libraries. Seven of the 10 were "redrawn" from those in which the host librarians had previously been interviewed in 1985.

At the invitation of the Head of the Department, the whole class of graduate diploma students was addressed by the researcher two weeks before their placements were due to take place. An outline was given to the group of the scope and nature of the research study. The students expressed a general willingness to assist in the project. The 15 pre-selected names were announced and those selected provided their telephone numbers or fixed an appointment for the pre-placement interview. Interviews took place on the Bentley Campus, WAIT, between 9 June and 19 June, 1986. They ranged from 10 to 15 minutes in duration.

Prior to the tape-recorded interview for which permission was obtained from each student, a student profile was taken. The data gathering record sheet used in the 1985 study of end-on practicum students was used again (see Figure 5, Section 4.3). However, as not all questions in the interview schedule for end-on practicum students were found to be applicable (see Figure 6, Section 4.3), a revised schedule was used. It is shown as Figure 8.

Following their practicum, students were contacted by telephone in the week beginning 21 July, 1986, and arrangements were made with all 15 students in the sample for appointments at mutually convenient times. Post-practicum interviews were conducted between 21 July and 8 August, 1986, at the Bentley Campus, WAIT. None of the 15 students was "lost". The same schedule as was used for the post-practicum interviews with end-on practicum students (see Figure 7, Section 4.4) was administered.

Since no attrition was suffered in this investigation, all data collected from the 15 sandwich practicum students in the pre- and post-practicum interviews were analysed.

FIGURE 8

INTERVIEW SCHEDULE : SANDWICH PRACTICUM STUDENTS

PRE-PRACTICUM

1. *How do you feel about the forthcoming practicum?*

2. *What were your reasons for your choice of library?*

3. *Has any reference been made to the practicum by your lecturers during the course?*

If student had no library experience:

4. *Have you found the lack of library experience a disadvantage to learning on the course?*

If student had library experience:

Have you found your library experience a help in doing the course?

5. *What do you hope to gain from the practicum?*

4.5 RELATIONSHIP BETWEEN RESEARCH QUESTIONS AND INTERVIEW QUESTIONS

The interview questions asked in order to elicit information with respect to the research questions are indicated in Table 4.1. The groups of research questions framed for this study and detailed in Section 1.2 are reproduced here for easy reference.

1. What expectations do the stakeholders have for cognitive learning by students on practicum? How do students' expectations compare with the descriptions of their learning experiences in the cognitive domain?

2. What expectations do the stakeholders have for affective learning by students on practicum? How do students' expectations compare with the descriptions of their learning experiences in the affective domain?

3. What expectations do stakeholders have for psychomotor learning by students on practicum? How do students' expectations compare with the descriptions of their learning experiences in the psychomotor domain?

4. What preparation does the faculty give to host librarians and students, and what preparations do host librarians make for students they are to receive in the practicum programme? How do host librarians and students perceive the faculty's preparations before the practicum, and how do students perceive the preparation made for them by faculty and host librarians after the practicum?

5. To what extent does the organisation of the practicum programme -- in particular, timing and duration -- affect the effectiveness of the students' learning experiences?

4.6 SUMMARY OF THE SEQUENCE OF EVENTS IN THE STUDY

The following grid which is shown as Table 4.2 is used to provide an overview of the sequence of events that occurred with respect to this study.

TABLE 4.1

RELATIONSHIP BETWEEN RESEARCH QUESTIONS AND INTERVIEW QUESTIONS

RESEARCH QUESTIONS	FACULTY	HOST LIBRARIANS: CHIEFS	HOST LIBRARIANS: SUPERVISORS	STUDENTS END-ON: PRE-PRAC.	STUDENTS END-ON & S'WICH: POST-PRAC.	STUDENTS S'WICH: PRE-PRAC
	FIG. 1	FIG. 3	FIG. 4	FIG. 6	FIG. 7	FIG. 8
NO. 1	1, 4, 5	2, 5, 10, 11	1, 2, 8, 9	1, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8, 10, 13	4, 5
NO. 2	1, 4, 5	1, 2, 4, 5, 6, 7, 10, 11	1, 2, 3, 4, 5, 8, 9	1, 2, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 7, 9, 10, 13	1, 2, 4, 5
NO. 3	1, 4, 5	2, 5, 10, 11	1, 2, 8, 9	1, 4, 5, 6, 7, 8	1, 2, 4, 5, 7, 10, 13	4, 5
NO. 4	2, 3, 4	3, 9	7	3	2, 6	3
NO. 5	3	8	6	2	11, 12	1

TABLE 4.2

SEQUENCE OF EVENTS IN THE STUDY

YEAR	1985					1985				1985				1985				1986					1986				1986			
MONTH	SEPTEMBER					OCTOBER				NOVEMBER				DECEMBER				JUNE					JULY				AUGUST			
Week Beginning	2	9	16	23	30	7	14	21	28	4	11	18	25	2	11	18	23	2	9	16	23	30	7	14	21	28	4	11	18	25
PRACTICUM MODES:																														
END-ON												▦	▦	▦	▦															
SANDWICH																					▦	▦	▦	▦						
INVESTIGATIONS WITH:																														
DLIS FACULTY			▥	▥																										
HOST LIBRARIANS					▤	▤	▤	▤	▤		▤	▤																		
END-ON PRACTICUM STUDENTS							▨								▨															
SANDWICH PRACTICUM STUDENTS																			▨	▨					▨	▨	▨			

CHAPTER 5

ANALYSIS OF DATA

Sixty-five respondents from the three stakeholders were interviewed, resulting in a total of 88 interviews. They comprised the following :

6 with Faculty;
29 with Host Librarians, comprising 17 interviews with chief librarians and 12 with on-site supervisors;
15 with End-on Practicum Students who were interviewed before their practicum, 8 of whom were interviewed again after their practicum; and
15 with Sandwich Practicum Students who were interviewed before and after their practicum.

5.1 PROFILE OF STAKEHOLDERS

In the following sections an analysis is made of the sample drawn for each of the stakeholders. Aspects gathered about each which are pertinent to the study are highlighted.

5.1.1 Faculty

As indicated in Section 4.1, the sample from the Faculty comprised five full-time staff who were involved in teaching the graduate diploma course, plus the fieldwork co-ordinator. An examination of the DLIS staff lists in WAIT handbooks for the years 1980-1986 revealed the length of time that these faculty members had been on the staff (WAIT, 1980; 1981; 1982; 1983a; 1984b; 1985a; 1986a). These data are presented in Table 5.1. Since the practicum for the graduate diploma course was introduced in 1981, it was assumed that most of the faculty members interviewed had a reasonable knowledge of the practicum programme under study.

TABLE 5.1

LENGTH OF SERVICE OF DLIS FACULTY SAMPLED

Code Number Assigned to Faculty Member by Researcher	Period during which Faculty Member was on the DLIS Staff, Between 1980-1986
50	1985
51	1983, 1985 - 1986
52	1982 - 1986
53	1983 - 1986
54	1985
55	1980-1985

5.1.2 Host Librarians

The sample of host librarians interviewed comprised 17 chief librarians and 12 on-site supervisors. In 10 of the 17 host libraries the chief librarian was solely responsible for the day-to-day supervision of the student's practicum. In four of the host libraries there was one on-site supervisor. In the other three libraries there was more than one on-site supervisor. The distribution of chief librarians and on-site supervisors by type of library appears in Table 5.2.

TABLE 5.2

CHIEF LIBRARIANS AND ON-SITE SUPERVISORS BY TYPE OF LIBRARY

TYPE OF LIBRARY	NOS.	CHIEFS	ON-SITE SUPERVISORS
Academic	3	3	6
Public	7	7	2
Special	5	5	0
State-wide Services	2	2	4
TOTAL	17	17	12

Data collected on the data gathering record sheet (Figure 2, Section 4.2) showed that the professional experience of host librarians in the sample ranged from five to 35 years, with an average of 14.5 years.

5.1.3 End-on Practicum Students

An analysis of the sample group of 15 end-on practicum students, based on the data recorded on the data gathering and record sheet (Figure 5, Section 4.3) is shown in Table 5.3, with respect to sex, study mode (full-time or part-time) and previous library experience.

TABLE 5.3

ANALYSIS OF END-ON PRACTICUM STUDENTS IN THE SAMPLE

FULL-TIME	F	M	Total
With previous working experience			
In and out of libraries	4	1	5
In libraries only	0	0	0
Out of libraries only	3	1	4
With no working experience	1	1	2
TOTAL	8	3	11
PART-TIME			
With previous working experience:			
In and out of libraries	2	0	2
In libraries only	0	0	0
Out of libraries only	1	1	2
With no working experience	0	0	0
TOTAL	3	1	4
FULL-TIME AND PART-TIME TOTALS	11	4	15

The ratio of female to male students in the sample was 11:4. There was a greater number of full-time students in the sample than part-time students. This varies from the trend in British library schools reported by Day (1983) of a greater number of students undertaking part-time study. A high proportion of full-time students, nine out of the eleven, had previous work experience, which is contrary to the 'straight from school' stereotype of full-time students. All four part-time students matched their stereotype; all had previous work experience.

5.1.4 Sandwich Practicum Students

An analysis of the sample group of 15 sandwich practicum students is shown in Table 5.4. It is based on the data recorded on the data gathering and record sheet (Figure 5, Section 4.3) with respect to sex, study mode (full-time or part-time) and previous library experience.

TABLE 5.4

ANALYSIS OF SANDWICH PRACTICUM STUDENTS IN THE SAMPLE

FULL-TIME	F	M	Total
With previous working experience			
In and out of libraries	2	0	2
In libraries only	0	0	0
Out of libraries only	8	2	10
With no working experience	0	0	0
TOTAL	10	2	12
PART-TIME			
With previous working experience:			
In and out of libraries	3	0	3
In libraries only	0	0	0
Out of libraries only	0	0	0
With no working experience	0	0	0
TOTAL	3	0	3
FULL-TIME AND PART-TIME TOTALS	13	2	15

The ratio of female to male students in this sample was 13:2, while the ratio of full-time to part-time students was 12:3. The total sample of 15 had previous work experience; however, although none of the 12 full-time students had worked in libraries, the three part-time students had some of their work experience in libraries.

5.1.5 Comparison of the End-on Practicum and Sandwich Practicum Students

The spread of sandwich practicum students among the various categories was less wide-ranging than was the case for the corresponding end-on practicum students. Only two categories (out of a possible eight) of full-time and part-time work experience were represented among the sandwich practicum students, as compared to six amongst the end-on practicum students. In addition, of the 12 full-time sandwich practicum students with work experience, six were qualified school teachers. Five of these had several years' experience in the teaching profession prior to enrolling in the course. Two of these had experience working in their school libraries, one for six years.

Table 5.5 shows the numbers of end-on and sandwich practicum students placed in host libraries, by type of library.

TABLE 5.5

NUMBERS OF STUDENTS PLACED BY TYPE OF LIBRARY

TYPE OF LIBRARY	PRACTICUM STUDENTS		TOTAL
	END-ON	SANDWICH	
Academic	2	2	4
Public	2	3	5
Special	3	7	10
State-wide Services	1	3	4
TOTALS	8	15	23

5.2 TECHNIQUES USED FOR DATA ANALYSIS

A procedure was devised for handling and analysing the data collected in approximately 400 pages of transcripts. It was known that respondents' views on a subject were not always contained only within the immediate response to the question asked from the interview schedule, and that rich qualitative data were often given in response to follow-up, impromptu questions asked in the interviews. It was important, therefore, to draw these data together.

Since the anonymity of each respondent had to be preserved in the analysis, respondents were assigned codes to distinguish them from each other within their stakeholder group. The numerical codes assigned are given in Table 5.6; they are also reproduced on the bookmarks inserted in each volume to facilitate reference.

TABLE 5.6
NUMERICAL CODES ASSIGNED TO RESPONDENTS

1-15: Students on End-on Practicum
20-26: Public Librarians
30-36: Special and State-wide Service Librarians
40-42: Academic Librarians
50-55: Faculty
60-74: Students on Sandwich Practicum

Lower case letters of the alphabet following numeric codes for chief librarians were assigned to their on-site supervisors

Each page of each respondent's transcript was given an alphabetical upper-case character, and each line on that page an Arabic numeral. This was prefixed by the respondent's unique number.

For example,15B27 is interpreted as follows:

15 = respondent from the student group undertaking the end-on practicum;

B = second page of their transcript; and

27 = line 27 on that page.

Each typescript was then scanned for topics relevant to the study.

The term "topics " is used to describe comments made on specific subjects, attitudes or issues relevant to the research, by respondents when answering interview questions. These topics were written on 8" x 6" index cards as each typescript was scanned. Respondents who had contributed to the topic were listed and the place in which the quotation was to be found on their typescript was noted, using the coding method described above. Space permitting, the verbatim quotation was hand-written onto the card; otherwise, only the place where it was to be found was noted. Thus, 66 topics describing the issues raised by respondents were created, some with responses that continued over four cards, amounting to some 550 cards in all.

The data on the cards had to be organised in a form that rendered them available for analysis. *ThinkTank*, a software package available on the Apple Macintosh, was used. Initially several quotations were cross-classified and assigned to more than one topic by the researcher. In order to validate the assignment of quotations to the 66 topics, the first *ThinkTank* draft was checked by the researcher's supervisor at the Canberra College of Advanced Education who queried the placement of some quotations under the topics to which they had been assigned. The researcher was asked to quote more fully from transcripts, and, to supplement the context in brackets for those quotations which were not self-explanatory. Suggestions were also made to change some of the topic headings used, in order to better describe the content and emphasis of the topics. The initial list of topics was then amalgamated, divided and re-arranged to ensure a more logical progression of topics from general to specific. This increased the number of topics to 74.

Both joint supervisors read the original interview transcripts, and one of them also reviewed the first *ThinkTank* draft. A summary of the second *ThinkTank* draft was presented to an in-term seminar of Masters of Arts students at the Canberra College of Advanced Education. The group made further comments and suggestions. The draft outline of topics was accordingly revised by the researcher.

At this stage, the topics were assigned to one of the five broad headings which reflect the five groups of research questions adopted for the study :

1. Cognitive Learning
2. Affective Learning
3. Psychomotor Learning
4. Preparation for the Practicum
5. Organisation of the Practicum

Under these headings were inserted the relevant topics and their corresponding verbatim quotations from the card file. Special care was taken to verify the accuracy of all quotations against interview transcripts. Each quotation was tagged with the alpha-numeric locating device described. In this way, comments made throughout the 88 interviews on a single issue were brought together. This made it possible to display whether an attitude or expectation was coming from one or another stakeholder, while still keeping the data in its original context.

In order to validate the assignment of topics to research questions this third draft was also read by the supervisor. She suggested the removal of subsidiary headings under sub-topics which had been built in to make manageable the intellectual analysis of results; and the removal of cross-referenced quotations and their placement under a single topic. She also suggested a further amalgamation of topics, in order to avoid unnecessary repetition in discussion of the research questions. The analysis of results presented in Chapters 6 to 10 is made under the resultant fourth draft of the *ThinkTank* document, comprising 35 topics under the five research headings. Appendix V of this thesis is also based on this fourth draft.

Subsequent to this procedure for data analysis being devised, a study by Taylor (1986) was found describing a similar intellectual procedure for data manipulation and analysis. Taylor called her topics "themes/keyphrases"; and she referred to the verbatim quotations she selected from the interview transcripts as "thought pieces". Her terminology has not been adopted for this study.

Since the verbatim transcripts extended to more than 400 pages, and the *ThinkTank* draft to 90 pages of topics and quotations, it was thought unreasonable to expect anyone not responsible for the supervision of the study to be involved in the validation of the data collected with respect to the assignment of quotations to topics, and of topics to research headings. It fell to the supervisors, therefore, to examine the data presented in Appendix V.

However, the importance of validation is fully recognized. In order to provide the examiners of this thesis with a means of verification, the verbatim transcripts have been microfilmed, and are made available in confidence to, but will not be retained by, them.

5.3 INTRODUCTION TO THE PRESENTATION OF RESULTS

Chapters 6 to 10 provide the analysis of results from data presented in Appendix V. Topics used as section headings in these chapters are repeated as headings in the Appendix. All headings are separately numbered.

In Appendix V the expectations of the stakeholders (faculty, host librarians, end-on practicum and sandwich practicum students) are examined under the topics which emerged under each of the broad headings created to reflect the research questions. Topics are arranged in a logical order, with sub-topics arranged in increasing order of specificity.

The discussion of each topic is prefixed by brief reference to relevant or significant views from the literature, and followed by any significant statistical comment that can be drawn from the data collected and evidenced in the verbatim quotations. To achieve the aims of the study as outlined in Section 1.1, the following comparisons are made in the discussions of the data :

1. Between the data on the expectations for the learning outcomes of students as held by faculty, host librarians and students (with the end-on and sandwich practicum student groups taken together). These sections of the discussion are entitled 'Comparison of Expectations of Stakeholders'.

2. Between the pre- and post-practicum data contributed by students (with the end-on and sandwich practicum groups taken together, unless data are substantially different). These sections of the discussion are entitled 'Comparison of Students' Views: Pre- and Post-Practicum'.

3. Between the data contributed by the end-on practicum students with those contributed by the sandwich practicum students (with pre- and post-practicum contributions made by both student groups taken together, unless substantially different). These sections of the discussion are entitled 'Comparison of Students' Views: End-on vs. Sandwich Practicum'.

4. Following each of these three comparisons is a section entitled 'Conclusions'. It generally provides a summary of the data collated and presented. However, in some instances either to avoid repetition or stating the obvious, or because it is more apposite the section is used to comment and/or hypothesise on issues emerging from the specific data presented under the topic.

Discussion of the results is arranged in an order that makes it possible to read the analysis in parallel with the data provided in Appendix V. In the discussion respondents are referred to by code number, and quotations taken from Appendix V are cited in the manner described below.

For example, **1.1:41bA10-11** is interpreted as follows:

1.1 = Section 1.1 of Appendix V,

41b = respondent 41b (i.e one of the on-site supervisors in academic host library 41)

A = page 1 of that transcript,

10-11 = lines 10 and 11 on page 1 of that transcript.

The reader is once again referred to the bookmarks provided for easy de-coding of the symbols used.

Data in Appendix V are arranged first by broad Research Topic, subdivided by topic and sub-topic. Each topic and sub-topic have been assigned specific item numbers in the Appendix. Data contributed under each item number is then arranged under the following headings :

EXPECTATIONS
    FACULTY
    HOSTS
    END-ON
    SANDWICH
OUTCOMES
    END-ON
    SANDWICH

It should be noted that END-ON and SANDWICH is the abbreviated form chosen to refer to the students who undertook end-on and sandwich practica. Under each of the stakeholder headings, respondents who contributed to the topic are cited in the manner described in Section 5.2 and verbatim quotations are arranged in numerical order by respondent's code.

In the data collection, respondents were not asked to rate their responses. In order that respondents should not be influenced by what other respondents might have said, the researcher did not seek to present views already given by others for comment. For this reason, it is considered that the expression of a view, even by one respondent, might be of importance -- for instance, if it ties in with a concern expressed in the literature or an attitude evidenced in some other part of the data presented. Numbers are sometimes cited in the presentation of results, e.g. "nine out of ten said . . . ". This is interpreted as nine out of ten respondents expressing a view or an attitude in a similar way. It cannot be taken to mean that the other respondents comprising the stakeholder, or the other stakeholders, did not hold the view. It simply means that they did not express it.

While the discussion in the following five chapters is organised in the manner described above, under some topics it has not been possible for the comparisons to be made either because the data were not available, or no comparisons could be drawn, or the data presented in the verbatim quotations in Appendix V are self-explanatory and require no additional comment. The reader will be alerted to any variations in the treatment of the discussion and the specific reasons for them in the chapters in which the variations occur.

CHAPTER 6

ANALYSIS OF RESULTS WITH RESPECT TO STUDENT LEARNING IN THE COGNITIVE DOMAIN

Page and Thomas (1977: 70) defined the cognitive learning process as one where the learner acquired facts, concepts and principles through intellectualization, while Satterly (1985) saw the intellectualization as a process which required reasoning, problem-solving and remembering steps in procedures. Entwistle (1985: 810) described cognitive styles as:

> ... the different ways in which people process information, including perception, storage, transformation, and utilization of the environment. It describes habitual processes of perceiving and thinking which are qualitatively distinct.

The practice of librarianship is mostly a cognitive process. It requires the application of general principles to specific instances, and this demands a high degree of understanding. Units taught and presented separately in a course are inter-related and form part of the same information chain in a library. The student has to be aware of this in order to be effective. For instance, in answering a reference enquiry, the professional must select the most appropriate reference or bibliographic tool. Similarly, in cataloguing a publication, the professional has to select the most appropriate rule using the Anglo-American Cataloguing Rules (AACR2). The selection is made on a number of variables, often different in each instance.

There are instances, however, where the parameters around a reference enquiry could be indefinite, and not necessarily appear as reference work might have been presented in the classroom. These enquiries require the total skills of the librarian, e.g. classification, cataloguing, reference, bibliographic, data base and/or information retrieval skills. These cut across several units taught in a tertiary course. While the student is and can be taught the principles of each unit at library school, and be examined for their level of understanding of these principles, the reality of the variety of situations that can operate in a library cannot be simulated. The practicum, therefore, aims to supplement the tertiary course and add this important dimension to the student's education.

Thus, the first group of research questions asked was:

> What expectations do the stakeholders have for cognitive learning by students on practicum? How do students' expectations compare with the descriptions of their learning experiences in the cognitive domain?

When data collected were analysed with respect to this group of questions, it was revealed that they covered a range of topics. The data under each topic are presented in Section 1 of Appendix V, the content of which is as follows:

TOPICS	PAGE NUMBERS
HOW A LIBRARY FUNCTIONS	235
WORK OF THE LIBRARIAN AND OTHER STAFF IN A LIBRARY	238
THE ROLE OF A LIBRARIAN IN A SPECIFIC TYPE OF LIBRARY	240
CONTACT WITH USERS	242
REFERENCE WORK	244
OTHER USER SERVICES	247
TECHNICAL SERVICES	248
MANAGEMENT	252
COMPARING THEORY AND PRACTICE	253
EASE WITH WHICH LEARNING TAKES PLACE ON PRACTICUM	256
RELEVANCE OF PRIOR AND CONCURRENT WORK EXPERIENCE	258
NEED FOR ON-GOING LEARNING	260

The multi-faceted nature of the data collected is evidenced in the analysis of results. Although verbatim quotations have been analysed under a single topic, the implications of the comments sometimes span more than one topic. In these instances, the appropriate citation is given and the reader is asked to refer to the related section, or to the verbatim quotation in Appendix V.

6.1 HOW A LIBRARY FUNCTIONS

The segmentation of the range of library skills, practices, operations and procedures into discrete parcels, and their subsequent labelling as 'units' in tertiary institutions for the teaching/learning process, might play a part in affecting the realistic conceptualisation by the neophyte of how a library actually functions and operates. Jones (1976: 70) saw that the practicum could demonstrate to students how "topics studied separately hang together".

All stakeholders expressed the hope that students would see how a library functions. Implicit in this was the view that it was not possible for them to gain this insight from the library school. This matched the views expressed in the library education literature. Holmes and Bryant (1977) saw social work practice fulfilling this need for social work students.

6.1.1 Comparison of Expectations of Stakeholders

There was a great deal of congruence in the contributions made under this topic from all stakeholders.

Faculty members hoped that their students would get to see the whole range of library operations. The generally held view, both by faculty members and host librarians, was that students would be exposed to, and have hands-on experience in, a wide range of the library's operations; and that this was indeed necessary if they were to understand how a library functions, and if the concept of a library was to come alive. Students, too, expressed the hope that they would get to see all this.

Faculty members 52, 53, 54 and 55, while expressing this expectation, acknowledged that they were not in a position, within the library school, to provide a realistic understanding of how a library operated.

> Hope they will get an idea of the whole range of library operations (1.1:52A18-19)
> Difficult to visualise without actually working in a library (1.1:54A6)
> To get a chance to see libraries operating - a worm's eye view (1.1:55A1)

Host librarians in all sectors shared this expectation. Of the 17 host librarians who commented on this topic, only host librarian 32 indicated that she would not be exposing her student to all the operations in her library (1.1: 32A28-29). Host librarian 33 saw her student being exposed to the full range of activity, but operating only at a technician's level (1.1: 33B4).

In contrast, host librarian 41 stated that he expected that a number of issues would be raised with the student on practicum at his library, issues that would not necessarily be raised with new members of staff in their first four weeks (1.1: 41C26). Three other host librarians (31, 36 and 40) said they had a deliberate policy to expose students on practicum to the full range of their library's activities, and host librarians 31 and 36 had programmes to ensure this happened.

> Get a picture of the range of things that go on in a library (1.1:25B27)
> [We] draw up programmes so they are exposed to all elements of work in the library (1.1:36A12-13)
> There is a need to provide library students with some practical experience in an operating library (1.1:42A2)

Three end-on practicum students (6, 8 and 14) hoped that they would see the whole range of library activities and the inter-relationships between the various departments of a library, while 12 sandwich practicum students hoped that they would be able to observe the whole range of operations.

> I hope to see and experience how things actually are in a library, . . . now that I've been told about them, to see how things actually work (1.1:62A2)
> You'd see to some degree the whole range of services (1.1:67A12)
> Main interest is experience in co-ordinating things - how to cope with the whole range of library operations (1.1:73C23-25)

The ability to work through processes and procedures assists learning, and this is especially useful for cognitive learning. While no comment was made specifically on this topic by any faculty members or host librarians, one end-on practicum student said, "You actually absorb more if you are actually doing a process, than if someone said . . . " (1.1:8H22). Nevertheless, judging by the comments made by students post-practicum, it must be assumed that host librarians provided students with opportunities to learn by working through procedures and processes.

6.1.2 Comparison of Students' Views: Pre- and Post-Practicum

The majority of students (15 out of 23) expressed the need pre-practicum to see how a total library system operated, and how it offered the full range of its library services. However, after the practicum, only 12 students (11 of whom were from the original 15) realised this expectation.

The code numbers designated by an asterisk * indicate those students who expressed an expectation and who also expressed an outcome: 2, 4, 6*, 8*, 9, 11, 12, 60, 61*, 62*, 64, 65*, 66*, 67*, 68*, 69*, 70*, 71*, 73* and 74.

A sampling of students' expressions on this aspect of learning follows:

> They made sure I saw every little task. . . . They were willing to make sure I saw every little task that they performed (1.1:4E6-7)
> Just seeing how the whole system pulls together (1.1:8D20)
> A lot of people who do library studies just do not know what goes on in libraries (1.1:61E29-30)
> On the job it was very useful because you can actually see how it works (1.1:62G4)
> I managed to cover the whole of the operations of the library (1.1:66E24)

It was generally felt by students pre-practicum that there would be a better chance to see how a library system functioned if they were placed in a smaller special library than in a specialised section of a large organisation. Fourteen students were placed in special libraries, and 11 of them (2, 6, 9, 60, 61, 62, 65, 69, 70, 71 and 73) stated that they saw the whole system at work in their host library. However, students 63 and 64, who had unsuccessful placements, said:

> I learnt how one law library runs, I suppose . . . how a clerical assistant helps run a law library (1.1: 63F1-3)
> They didn't really explain the organisation to me . . . I never really understood the organisation . . . sometimes when I asked she would explain (1.1: 64F14-21)

The opportunity to work through a process or procedure was described by Satterly (1985) as an aid to understanding. While only student 8 referred to this aspect of the topic pre-practicum, several others did so post-practicum. Seven of the eight end-on practicum students (all but student 14) and five of the 15 sandwich practicum students (60, 66, 68, 69 and 71) stated post-practicum that they had learnt especially from working through processes. Acquisitions, cataloguing and handling reference enquiries were areas specifically mentioned.

> I [did a lot of cataloguing] . . . but I tended to follow it right the way through; I would do it, type up the cards and process the book (1.1: 2K21)
> That I could take an item from the beginning and march through the whole process with it . . . Consequently, I saw things in sequence, and I saw the whole system. It was terrific (1.1:8A5)
> [Was given the responsibility of a task in] collection development. Once we determined the criteria we had to follow, it wasn't that difficult. . . . It was quite interesting working through the whole process (1.1:12I5-19)
> Everything had forms and codes and steps as to how to do things. It is all set out; you can't bypass any system; it all has to be done by the procedure, or things would just get lost (1.1:60L20-22)

The comments made by students on practicum suggest that they experienced valuable aspects of cognitive learning while on practicum.

6.1.3 Comparison of Students' Views: End-on vs. Sandwich Practicum

There are no striking differences emerging from the data contributed by the end-on practicum and sandwich practicum students.

6.1.4 Conclusion

Taken as a whole, the data suggest that there is a high degree of congruence between the expectations of all stakeholders, and between the expectations and outcomes of end-on practicum and sandwich practicum students, in seeing 'How a Library Functions'. Furthermore, the aims of practica generally espoused in the literature, and more specifically stated in the objectives of the DLIS practicum component, seem to have been achieved. The practicum seemed to have raised students' awareness of the work that staff do in libraries generally. Stakeholders also expressed the hope that students would become aware of the variations in the services offered by specific types of libraries.

The phrase "the whole range of library activities" was used several times by individual respondents. The phrase was taken at face-value at the time of interview, and respondents were not asked if their statements were to be taken literally. It perhaps should be noted, however, that given the duration of the practicum and the level of competence and experience of students on practicum, the expectation as expressed would be impracticable.

6.2 WORK OF THE LIBRARIAN AND OTHER STAFF IN A LIBRARY

That the full extent of the professional's duties is often not realised by the neophyte is a frequent complaint by employers in the service professions. Students have sometimes found, too late, that they were not suited to the job for which they had spent time being educated. The requirement for students of librarianship to have had a stipulated period of working experience in libraries prior to enrolment, as required by some British library schools, reduces to some extent this problem. (See Section 2.3.1.)

In addition to the need expressed by students to become aware of the extent and implications of their own potential professional positions, they also saw the need to know how that role fitted in with the roles of the other categories of staff who work in libraries. All stakeholders contributed to this topic.

6.2.1 Comparison of Expectations of Stakeholders

Two faculty members , 13 host librarians, four end-on practicum students and 10 sandwich practicum students contributed to the pre-practicum data.

Faculty and host librarians expressed concern that students should be given the opportunity to realise that professionals cannot restrict themselves exclusively to professional tasks. Students had to realise that they had to be flexible in their work patterns. For their part, the students wanted to get down to the basics of what duties the various staff categories in libraries actually carried out in their positions.

Faculty member 51 was anxious that students realised that librarians had to compromise:

> I want them to appreciate how much today your ideal way of dealing with the situation for your reader is constrained by networking and the need to fit into centralised organisations (1.2:51C28).

This concern was also held by a number of host librarians who saw the need for the young professional to understand the full import of the role of the librarian. It was also suggested that students would benefit from being exposed to professional practice and the service nature of the profession.

> There are not the hierarchical tasks you get in academic libraries; if you had that sort of set-up you wouldn't get the job done (1.2:26aB34)
> A more realistic idea of what working in a library is like . . . (1.2:30C1-2)
> We need people who are a lot more adaptable, who can turn their hand to a lot more tasks, [to] be prepared to drop something and move into something else if the need arises . . . flexibility . . . (1.2:34A13+)
> Student will get an understanding of what it is like to work in a library . . . that you are not the great big professional, that they are just there to serve (1.2:36A20-31)

In addition to wanting to find out what the professional librarian did on the job, 13 students (4, 8, 9, 14, 61, 62, 63, 66, 67, 58, 70, 71 and 73) expressed interest in the work that the other categories of staff might be involved in. The need to find out what staff in libraries actually do was reflected in the data collected from this stakeholder.

> To be on the spot to see the inter-relationships between departments (1.2:8B4)
> What different people do, what different sorts of jobs are available: mainly relating to other people in the job situation (1.2:68A24)
> A clearer idea of what being a librarian is all about (1.2:71D9+)
> I am mainly looking to see how a particular personality behaves in a situation . . . In how she co-ordinates everything for the range of people she deals with (1.2:73A8-12)

Students 4 and 14 made observations about training for the job of the librarian: "I think in some areas an apprenticeship system would cover the training quite well, although librarianship is moving and diversifying so fast I don't think it could cover it all . . . the practical side could be better handled in the library" (1.2:4B12+).

6.2.2 Comparison of Students' Views: Pre- and Post-Practicum

Students had their two main expectations with respect to this topic realised: firstly, to see the work of the librarian being done; and secondly, to see what the role of the entire staff was.

> Everyone fits into their own little box. There were definitely lines of authority and delegation, but people were willing to do other things. There was no professional/support staff hierarchy; when I saw the size of the place, there could not be anything else. Everyone [was] treated like human beings; I liked that (1.2:2E15-19)
> I was able to see how she co-ordinated everything, which she did extremely well (1.2:73D20)

Students also commented post-practicum that they saw the importance of team-work, the merging of professional and non-professional roles in practice and the importance of the roles played by all staff in a library. Host librarians 26a and 31 expected that students would get to do a whole range of duties from clerical to junior professional, so that they would come to understand the nature of the range of positions and operations in the library (3.1:50A17-22).

> I was surprised at how much of the job is done by people who are just clerks (1.2:8E7)
> Trying to distinguish where roles started . . . more difficult than I thought (1.2:68C13-22)
> I was thinking there should not be an overlap between clerical and professional (1.2:72D27-29)

The ability of professionals to understand the role of non-professional support staff and to be able to carry out their roles if necessary is important. Host librarian 36 stated: "I think the student will get an understanding of what it is like when you are serving the public and you have someone waiting. You can't turn around and say, 'Come here, slave. . . ' You have to do whatever is necessary at the moment" (1.4:36A20+).

The issue is further discussed in Chapter 8, which deals with the psychomotor aspects of learning.

6.2.3 Comparison of Students' Views: End-on vs. Sandwich Practicum

There was a marked difference of emphasis in the post-practicum contributions made by sandwich as compared to end-on practicum students. Sandwich practicum students were struck by the roles of professional and non-professional staff; their comments post-practicum seem to suggest that hitherto they had been unaware that non-professional staff might be important to the functioning of a library. The lack of comment from the end-on practicum students could suggest either that they were aware of this and saw no need to comment, or that they did not learn this.

6.2.4 Conclusion

There was a degree of congruence between expectations of stakeholders and learning outcomes expressed by students in being able to realise the work of librarians and other library staff. Most marked were those expressed by the sandwich practicum students post-practicum relating to the role of the entire staff in a library.

> As will be seen in data under the next topic, stakeholders had expectations that students would also realise the role played by the librarian in the specific type of library in which they were placed.

6.3 THE ROLE OF A LIBRARIAN IN A SPECIFIC TYPE OF LIBRARY

One of the objectives of practicum programmes is to assist students appreciate the role of a professional librarian. Similarly, Stevenson (1978) saw social work practice as a means of introducing social work students to a variety of social problems and a variety of welfare services. The practice of librarianship is influenced by the parameters within which it is practised, and it is generally agreed that this can only be appreciated through first-hand exposure.

There was evidence of this concern by host librarians and students, although not by faculty members. However, as students are given the option to choose the type of library in which they spend their practicum, this concern could be inferred.

6.3.1 Comparison of Expectations of Stakeholders

All six public librarians held the expectation that by hosting students on practicum, students would specifically see what public librarianship was about.

Host librarians 22 and 23 expressed the expectation that students would become aware of the role of the public librarian. The degree to which public librarians in the sample thought that librarianship in their sector was different can be illustrated by the following:

> Let's be frank. Unless you are a public library person, you feel that public libraries are beneath you. . . .There is a very definite thing about public libraries; unless the student really wants to be in [one], they will feel a lot of the tasks are beneath them (1.3:26B25+)

Special librarians 33, 34 and 36 also held the view that the practice of the profession in their area was sufficiently different to warrant the neophyte experiencing and realising the "different qualities required of a special librarian" (1.3:34A8), and more specifically the "pernickety . . . special temperament" required of someone wishing to work in the area of archives (1.3:36B29+).

While end-on practicum students did not express any comments that could be collated under this topic, sandwich practicum students 63, 64, 66, 67, 72 and 73 expressed an interest in seeing what public or special librarianship was about. Their expectations coincided with the type of library in which they had chosen to be placed.

> Special libraries . . . the direct way of providing information interests me (1.3:64B10)
> To gain inside knowledge of the ethos of the public library service (1.3:66B11)
> How a special library runs within a larger organisation (1.3:72B2)
> How the personality behaves in a special library (1.3:73A7)

6.3.2 Comparison of Students' Views: Pre- and Post-Practicum

Although no end-on practicum students commented pre-practicum, after their practicum students 4, 6 and 14 stated that they:

> Saw the role of the public library in the community (1.3: 4C17)
> Found the library work challenging - work in a special library difficult (1.3:6A22)
> An insight into how [state-wide service named] works . . . the restrictions . . . in that way it has been useful (1.3:14A11-15)

These three statements of outcome can be directly matched with the expectations of these students' respective host librarians 21, 33 and 36 (1.3:21A3; 33A2; 36C7-9).

Sandwich students 63, 64, 66, 67, 72 and 73 stated pre-practicum that they would like to get an idea of how librarianship was practised in the type of library in which they had asked to be placed. Following the practicum, students 66, 68, 73 and 74 stated that they had seen and understood the operations in the special and public libraries to which they had been attached.

> I found quite incredible what people were after in a public library situation (1.3:66D11-14)
> The client group being served was different from handling a group of teachers or students. This group [of users in a special library] was very demanding and very professional. They knew exactly what they wanted (1.3:73H1-4)

Students 64 and 69, however, expressed disappointment at not really being made aware of the actual work that went on in their host libraries.

> [I] assumed what was being done, but never knew (1.3:64C3)
> A lot of people came in, and it's all self-service . . . If they have a question, they ask [the technician]. She very rarely refers it on [to the librarian] (1.3:69E22)

6.3.3 Comparison of Students' Views: End-on vs. Sandwich Practicum

The data show a degree of congruence between the expectations and outcomes of end-on practicum and sandwich practicum students in this topic. Although pre-practicum the end-on practicum students did not specifically make contributions to this topic, post-practicum both cohorts of students found that their experiences led them to perceive more clearly what the role of the librarian in a specific type of library was.

> Specialised library with librarian under a certain amount of pressure (1.3:73D24-27)
> [Surprised at the] extent to which [this] type of library [public] is used (1.3:74B12)

6.3.4 Conclusion

By their comments students on practicum demonstrated that they were able to see the variations between the general principles learnt in their course and services provided and operations performed in their types of library.

> Students were exposed to various other activities within the cognitive domain. These included contact with users, reference work, other user services, technical services including cataloguing, management and other operational activities. These activities were collated under separate topics and are discussed in the next five sections of this chapter.

6.4 CONTACT WITH USERS

In the area of user services, the process of interacting with users to determine their information needs is discussed separately from the process of retrieving information from information sources. Good inter-personal skills could be said to be a pre-requisite for the professional librarian as in other service professions. This is discussed by Korbelik and Epstein (1976) for social workers and Turney (1982) for teachers.

6.4.1 Comparison of Expectations of Stakeholders

All stakeholders saw the need for students to gain experience in user contact. Faculty member 51, host librarians 21, 21a, 24, 25, 33 and 36, and student 62 expressed the hope that students would benefit from this learning experience while on practicum.

Faculty member 51 stated that if there was one thing she hoped her students would see and experience, it was contact with the client group (1.4:51I19-24). Host librarians were very articulate about this expectation -- in particular, the importance for neophytes to experience the implications of the service aspect of the profession, and to find out if they could relate to the public

> Very, very important side . . . To find out what people want is . . . the most important thing (1.4:21A9-13)

> They get a certain confidence with borrowers . . . The funny queries that such a person [rostered on the desk] has to answer is probably what it [the experience] is great for (1.4:33C17-21)

Only student 62 (1.4:62A11) expressed the hope that she would have contact with users in her host library.

6.4.2 Comparison of Student Views: Pre- and Post-Practicum

While only one student expressed the expectation that she would gain experience in user contact, 21 students made comments, (positive and negative) on this topic post-practicum.

Students 4, 6, 8, 9, 12, 14, 60, 66, 72 and 74 reported that they had a chance to interview users in their host library:

> I had occasion to help several students . . . but for me my user was still abstract. . .Had I been there at a busier time [would have had greater opportunity]. . . I did really enjoy the reference questions that did come in (1.4:8D7, H8, K11)
> The easiest was when people came in and wanted to know how to use the library . . . Every time they had a new course, they had people coming in (1.4:9E1-9)
> They would tell me what they wanted, and I would ask them if there was anything specific. That usually got rid of 90% of what you did not have to look for . . . (1.4:60F22-40)
> I got a lot of experience dealing with people and staff as well (1.4:74A3)

Students 11, 61, 63, 64, 65, 67, 69, 70 and 73, however, did not get an opportunity to have contact with the users of their host library.

> No, [I didn't do any interviews] . . . the librarian would fill in the form and pass it on to me (1.4:61D3)
> They knew where things were so there was not much contact; the greatest contact was when they would ask me to take the box [of photocopying I was working on] off the photocopier (1.4:63D6-9)
> Patrons would call out to whom they knew for help; they would not ask me (1.4:65C17-24)
> If they had particular questions they tended to ask [the librarian] or ring her up. I got [to answer] location requests and practical questions (1.4:73H12-14)

These negative comments suggest that although students in special libraries got the opportunity to have some contact with users, if only to show them around the library or answer locational enquiries, the students did not regard this as worthwhile experience. Their expectation was to have reference enquiries asked of them. Furthermore, the greater proportion of students (six out of 10) who were placed in special libraries found that in a small specialised client group, the clients went to the librarian or library staff they knew for their information needs, and not to the students.

This is ironic, as some students had asked to be placed in special libraries as they thought that they would thus be in a better position to see how information services were provided to users and implied that they expected to have contact with that clientele. (See Section 6.3.2 and Section 1.3 of Appendix V.) Although the behaviour pattern on the part of the client could be viewed as quite natural, it would appear that it was not anticipated by the faculty members or the fieldwork co-ordinator; students were left with an unrealistic expectation that could not be fulfilled.

In addition, the experiences of students 63 and 69 highlight problems associated with the organisation of their practicum which accounted for the lack of opportunity for contact with the user group of the host library. (See also Section 10.4.1.)

> My desk was at the back of the library and the library technician's was up front . . . Only when she was off doing something else was I able to get up to the front, so I found that very disappointing (1.4:69E6+)

6.4.3 Comparison of Students' Views: End-on vs. Sandwich Practicum

All but one of the end-on practicum students had reader contact, while only four (60, 66, 72 and 74) of the 15 sandwich practicum students did. This could suggest that there might be a reluctance on the part of host librarians to allow sandwich practicum students to have direct contact with their users, when they have progressed only half-way through their course.

6.4.4 Conclusion

While contact with users was indicated by host librarians as being an important learning outcome for students, and the practicum presents an ideal opportunity for students to get exposure to this aspect of librarianship, it would appear from the data that it is not a prevalent outcome for the various reasons adduced. Although students did not specifically express this as an expectation before the practicum, those who did not have the experience of contact with users felt disappointment.

> Interaction with users is only the first step in the provision of information; the location and retrieval of the information is equally important. The two following topics collate data which relate to this aspect of the process and are presented in

Sections 1.5 and 1.6 of Appendix V. The analysis of results which follow relate to data presented in both those Sections.

6.5 REFERENCE WORK

In the process of retrieving information the professional is required to have what McGarry (1983a) referred to as "knowledge maps". This requires librarians to draw on all aspects of their learning and apply them proficiently. A degree of lateral thinking is required. Since not all librarians enjoy this aspect of professional work, it is important for students to discover what is involved in reference work during the practicum so that their career preference may be determined. (See also Section 7.4.)

6.5.1 Comparison of Expectations of Stakeholders

All but sandwich practicum students contributed to this topic, pre-practicum.

Faculty member 52 (1.5:52D10) was very anxious that students see how reference work fits into the whole range of operations, and how the reference process works, as students only got one two-hour role-playing session in the classroom (See also 1.7:51K5-8).

Host librarians 21, 31 and 33 saw the need for students to have experience in this aspect of professional work. As host librarian 21 stated: "I've seen students who have never worked in libraries at all . . . it can upset their ability to be able to cope professionally with, say, reference questions (1.5:21B10-15). However, their approaches to giving this experience to the student were different.

> Student given [enquiries] it is felt he should be able to handle . . . [for] those, he is not given much help if he should know where to look (1.5:31A7-8)
> [They] see how it gets done, but don't actually do it themselves (1.5:33A18-19)

Two end-on practicum students (12 and 14) commented:

> We only had one two hour slot [in the classroom]; if they could work out a way to give us more [practise], it would help (1.5:12F5-6)
> [What I might get from the practicum] I think it is the research side of it (1.5:14A17)

No expectations from sandwich practicum students could be directly collated under this topic; their expectations were more generally couched in terms of wanting to find out what actually goes on in libraries. (See Section 1.1 of Appendix V.)

Students were, nevertheless, exposed to quite a range of cognitive experiences whilst on practicum. In addition to those already described, they included the selective dissemination of information, on-line searching, verifying of interlibrary loans, story telling, compiling of bibliographies, and abstracting for a reader's bulletin. Expectations for such experiences were probably too specific for stakeholders to have expressed pre-practicum.

6.5.2 Comparison of Students' Views: Pre- and Post-Practicum

Students 12 and 14 expressed an interest in gaining reference experience pre-practicum. Post-practicum comments by student 14 show that his expectations were met. His account of one of his reference encounters demonstrated to him some aspects of reference work.

> [Got research experience] within the limited period that I was there (1.5:14A9)
> [What stands out most] the handling of reference questions . . . because we did a smattering of theory in the class, none of which is a lot of use when you are thrown in (1.5:14B1)
> I remember an instance when a guy came in wanting a book on Gilbert and Sullivan. My first reaction was, it's not going to be here . . . I checked in the catalogue . . . and was in the process of explaining to the user that it was unlikely to be here . . . but he said he had used it in this library before. . . . I was about to refer him to a music library, when he came up with the crucial information that the book was a collection of clippings from the West Australian . . . (1.5:14I8+)

Student 12 described the one incident which he suggested he "could not handle" (1.5:12G4).

All eight end-on practicum students and nine of the 15 sandwich students were given the opportunity to do some reference work; however, not all of them had the opportunity to interview the clients posing the questions. (See also Section 6.4.)

The following observations made post-practicum give a general idea of the range of student experience:

> Sitting at the reference desk was quite an eye opener (1.5:8C2+)
> I realised that I enjoy reference work (1.5:9B1)
> I wasn't allowed to do reference enquiries (1.5:67C17)
> Work on the reference desk comes across in a completely different way (1.5:72D31-34)

However, students' descriptions of their learning experiences were very much more detailed, and the reader is referred to the data collated in Section 1.5 of Appendix V for the full impact of those descriptions.

The variations in the individuals' experiences are marked. For example, students found out how clients pose questions (1.5: 2H4+; 12G4; 14I8+); how to get to the bottom of what they really want (1.5: 69J7-11); what a successful search strategy is and how to achieve it (1.5:11B7-11; 61D7-10; 69I1-5; 74D5-8); and that the strategy is dependent on the resources of the library and their own knowledge of them (1.5:4F23; 8K18-22; 62F18-20; 74G2-7). They also realised that the skills and strategy for a search that they might have been told about at library school applied only if the library was organised in a particular way - - for instance, not all libraries have a subject catalogue (1.5:2L1-7+; 69H25+).

Furthermore, some became aware that a different technique is required to handle the telephone enquiry when it is not possible to have the benefit of face-to-face contact. It is unlikely that students in library schools can gain experience of this aspect of user contact. The practicum highlighted for students 2, 14, 60, 67, 70, 71 and 72 the difference between handling enquiries by telephone and in person.

> The telephone enquiries are the ones that really flummox you. When someone is there you seem to be under less pressure . . . but when they are on the telephone there seems to be some (1.5:14D14)
> Those on the phone had a better idea of what they wanted and could get it out better. Those who came in had difficulty in framing their questions (1.5:60G1)
> I answered a few phone enquiries. Mainly what they do is take the person's number and call them back (1.5:70E20)

Another aspect of reference work learnt is illustrated by the comment made by student 72: "I discovered that it was quite exhausting being on the reference desk for any considerable length of time; I didn't even realise that it would be" (1.5:72D29-31). Learning such as this makes the practicum invaluable; similar experiences would be impossible to impart through passive teaching techniques in the classroom.

The various comments made by students illustrate how the practicum brings alive for students in a way that their course cannot, some of the duties associated with the practice of librarianship. Furthermore, these comments by students contradict to some extent the skeptism of host librarians 41 and 42 about the practicum being only a bare simulation of the working environment for the student (2.6:41C30+; 42A18-21).

The relationship of the course to the reference experience is not clear-cut, since students held opposing points of view:

> The units I complained about most were the ones most useful to me on prac., like . . . Information Resources (1.5:65H6)
> [Required to] prepare a search strategy, [there was] nothing on the course that helped (1.5:70F3)

Students had the opportunity to do things they had not learnt about. For example, student 2 compiled and annotated a reader's bulletin which she initially thought she would not be able to tackle; she found after she worked it out that it was "the easiest thing" (1.6:2J18).

Students 65, 67, 68, 69 and 74 had experience with aspects of interlibrary loans. Student 68 related this back to her course work: "I did wonder if there would be a great deal of use for the bibliographical checking . . . [Found] that it was absolutely vital to any of the areas I looked at" (1.6:68C25-28). Notwithstanding the value of bibliographic checking of real requests as a valuable learning exercise its own right, it is this sort of realisation that makes the course content more meaningful for the student. (See also Section 10.1.1.)

Student 72 observed that "internal policy tended to curtail service to the patron" (1.6:72C3-11), thus indicating that she was, or had become aware of "compromise of the ideal way" (1.2:51C28) that was sometimes necessary in libraries.

6.5.3 Comparison of Students' Views: End-on vs. Sandwich Practicum

There is a high degree of similarity between data from the end-on practicum and sandwich practicum students. Both groups were given a range of experiences in reference work, although the end-on practicum students had more contact with users than did the sandwich practicum students. This could have been because they were almost through their training, whereas the sandwich practicum students may have been considered to be "half-baked". Comments made by host librarians 41b and 42a are relevant (5.1:41bH7; 42a B5-10) (See also Section 10.1.1)

Students 8, 61, 65, 69, 70, 71 and 72 from both cohorts found that their subject specialisation was relevant and useful to them while on practicum.

> A fellow came in . . . he had to do some research . . . He didn't know where to start . . . Now, those things I knew something about (1.5:8K14-15)
> Found my background in science useful in reference work (1.5:61D1)
> Really need to have some knowledge of the area . . . although you can't be knowledgeable in all areas of music either (1.5:72I21-22)

However, not all students were in such situations. Student 69 was disappointed as she was not given more opportunity to use her experience or subject specialisation on her practicum (1.5:69D15-E12).

Four end-on practicum students (2, 6, 8 and 9) and 13 sandwich practicum students (60, 61, 63, 65, 66, 67, 68, 69, 70, 71, 72, 73 and 74) contributed to this topic on reference work. Students 63, 65, 71 and 73 observed how an on-line search was done, while students 2, 9, 60, 61 and 69 had the opportunity to have hands-on experience with on-line searches. This is in contrast to the experiences of students in Hall's survey (1986) who reported that the data base and communication costs involved in on-line searches precluded their getting hands-on experience in this area while on practicum.

6.5.4 Conclusion

The range of other user services that students were exposed to, and given the benefit of, by their host librarians could indicate the extent to which host librarians have considered and built into their practicum programmes possible beneficial learning experiences for the students they host.

6.6 TECHNICAL SERVICES

The range of activities that fall within the ambit of traditional technical services is wide, including ordering, filing, budgetary control, book processing, etc. These tasks are difficult for students to grasp, when being told about them in the abstract in the classroom. The practicum can therefore supplement this aspect of the students' education through work experience in any one of the technical service areas.

There are varying views as to how essential it is for the neophyte to be proficient in cataloguing and classification in the 1980's. Perceptions held by students as to the importance of these skills relate to the emphasis they are given in particular courses of study. Perceptions held by employers would depend on the organisation of their own technical services operation.

6.6.1 Comparison of Expectations of Stakeholders

All stakeholders contributed data that were analysed under the topic of technical services.

Faculty members 50 and 51, host librarians 31, 32, 41 and 41b, and students 11, 63, and 72 expressed expectations for student learning with respect to this topic.

Faculty member 50 put into context the range of duties that students were expected to be exposed to: "They are expected to do any work typical of a junior professional. . . . There is a list of professional duties so that they get some idea of the range, but I also state that the range is not prescriptive" (1.7:50A17-22).

Faculty member 51 saw the relationship of cataloguing to the total practice of librarianship and as a basis for reference work, rather than as cataloguing for the sake of cataloguing (1.7:51K5-8).

Host librarians 31 and 32 explained that while students in their libraries would be exposed to cataloguing, they would only be given descriptive cataloguing to do (1.7:31A12) and that they "won't be doing classification" (1.7:32A6). Other comments were as follows:

> I suspect we would have to teach them a lot of fundamental things about cataloguing on ABN [Australian Bibliographic Network] (1.7:41E8)
> It's always a shocking reality when they come down to putting it all together . . . for a real mix of material (1.7:41bE16)
> No substitute for the real catalogue . . . with its idiosyncracies (1.7:41bE20)

The range of exposure that students on practicum encountered with respect to this cognitive aspect of learning might also reflect the host librarians' attempts to do the best they could for students despite the lack of guidance from the DLIS. (See also Section 9.1.1 and Section 4.1 of Appendix V.)

Students 11, 63 and 72 each expressed a specific interest in gaining experience in cataloguing in their host libraries. The comment by student 63 is used as illustration: "I might find I love cataloguing; I don't know, I will have to try" (1.7:63A8).

There is some discussion in the literature ((McColvin, (1970). First published 1942; Hutchin (1977); Line (1983)) as to the usefulness of students undertaking project work as part of meeting their learning objectives on practicum. Attitudes of host librarians towards students producing work, which could be in the form of a special project that would not otherwise have been done, are discussed in Section 7.2.4. (See also Section 2.2.4 of Appendix V.) Section 7.2.6 indicates the prevalence of this attitude among host librarians. However, as the feelings of host librarians to this issue were significant and as most of the projects students undertook while on practicum fell in the technical services area, the issues arising will be discussed under this topic.

Faculty member 52 commented that the library school itself could give projects for students to undertake (1.7:52B15); while host librarian 41 also thought students should be set projects by the library school, in order that a better uncoloured and objective assessment could be made of their learning while at the host library (2.2.3:41B20+). On the question of project work for students, host librarians 22, 36a, 40 and 41 considered that students could only benefit if they produced work. While host librarian 32 actually saved up jobs for her student. (See Section 2.2.3 of Appendix V.)

For their part students had no specific expectations in this respect, although student 65, on making contact with her host librarian pre-practicum, was told that she would be cataloguing a backlog of archives, on-line.

6.6.2 Comparison of Students' Views: Pre- and Post-Practicum

In spite of the lack of expectations expressed by students pre-practicum, the data gathered post-practicum indicated that students on practicum are generally given a wide-ranging look at technical services as they operate in their host libraries. Most students were given the opportunity to work at cataloguing, which may indicate that this skill is still regarded as important by employers.

While students 2, 11 and 63 expressed a desire to do some cataloguing on practicum, students 11 and 63 were in host libraries that did not provide them with the opportunity. Student 2, however, did get the opportunity and described her experience fully. (See **1.7:2A14** through **1.7:2K23** in Appendix V.) In summary, student 2 found that generally the practice differed from the theory she had learnt, and that the essentials of cataloguing as dictated by AACR2 were not consistently applied by the library.

Students 4, 12 and 14 also found the various ways that cataloguing rules and classification schedules could be modified by libraries. Student 14 ". . . saw the ways Library of Congress can be modified and dealt with in a particular library context. I think that is one of the most important things" (**1.7:14B12**).

This correlates with the expectations expressed by host librarians and faculty members (see Section 6.2) that students see the compromises and adaptations that have to be made in libraries. On the other hand students 6 and 8 commented that they were in library systems where "cataloguing was the closest to what I had learnt" (**1.7:6B6**).

Students 65, 68 and 71 felt a sense of professional responsibility and achievement for the cataloguing entries they were creating.

> [Knew I had done a good job] when I produced a catalogue entry and she did not have any improvements to make on it. That was terrific (**1.7:65D12-15**)
> [Cataloguing was] challenging, knowing what you decide stays (**1.7:68G9+**)

These comments to some extent contradict the perceptions of host librarians 41 and 42 (**2.6:41C30+; 2.6:42A16**) that the practicum could not be compared with work experience gained in employment, as students knew they would be gone in four weeks. (See also Section 7.3.)

The stereotyping of cataloguing as dull and boring work by faculty members appears to have made an impact on students 14, 65, 67 and 71. However, they found to their surprise that cataloguing was interesting and challenging.

> I found that much to my shock I quite enjoyed cataloguing. Indexing is quite interesting, so I found that a lot of library jobs that are stereotyped as being dull and boring can be quite interesting, depending on the environment (**1.7:14F4; F11**)
> I was not looking forward to [cataloguing], but still had to do that. I enjoyed it and that encourages me (**1.7:65B7**)
> Could not avoid it [cataloguing] - it was great! (**1.7:67D19**)

> I really did enjoy the cataloguing part of it. In the lectures they always say, "Well, if you can't get a job in reference work, you can always get a job cataloguing." So everyone says, "Ooh, cataloguing must be terrible", but I really enjoyed it (1.7:71D25-27)

Students 63, 64 and 74 reported that they were not given the opportunity to catalogue:

> [The fieldwork co-ordinator] sent a list of what we could do . . . and among the list was cataloguing. I did very well in cataloguing; it was my best unit. . . . They have masses of cataloguing clogging up everywhere. . . . At least I could have done some of that. They do it on a worksheet before going on to ABN [Australian Bibliographic Network], so he could have easily checked it (1.7:63D33-36)
> [Had a chance to do] a lot of things, except cataloguing (1.7:74D16-18, D20-21)

Students on practicum were individually exposed to a range of experiences in the technical services area. Students 14, 60 and 64 were involved in indexing of collections. Students 6, 8, 67 and 68 saw how accounts and purchasing were organised, although student 64 specifically mentioned that she did not. Student 14 commented he "saw the nature of an authority file, which is difficult to get hold of [in theoretical terms]" (1.7:14E12).

Student 4 had the opportunity to value old Dutch books. Whereas this task could have provided a worthwhile learning opportunity for a student on practicum, her description of the method she used, because of what appeared to be the lack of direction from her supervisors, suggests a lost learning opportunity (1.7:4G11).

Student 66 went to Circulation Section of the Library Board to do a book exchange, while students 4, 66 and 74 especially indicated they had not done so. Students 71 and 8 referred to the importance of being able to follow through the process in technical services, and how this assisted their learning. (See also Section 6.1.)

Data gathered also reflected the range of special projects that students undertook for their host librarians. They included indexing (1.7:64B13-25), creating a subject index for journal articles (1.7:69H3+), revamping the newspaper collection room (1.7:69H3+), compiling a list of Australian Standards (1.7:71C14), compiling a list of duplicate journals for offer to other libraries (1.7:71C14), organising a resource collection (1.7:9A8), and maintaining the pamphlet collection (1.7:11B3). Student 65's pre-practicum project did not eventuate, as another project took precedence when she got to her host library -- the weeding of the stock (1.7:65B16).

6.6.3 Comparison of Students' Views: End-on vs. Sandwich Practicum

Sandwich practicum students did not express outcomes similar to those of end-on practicum student 14, who saw the various ways that cataloguing rules could be modified by libraries (1.7:14B12). However, students 64, 68 and 71 found that because level 2 of AACR 2 was being applied in their host libraries, they had to remember not to look for details required for level 3 as they had been trained to. Nevertheless, both groups of students saw a wide range of technical services, the individual comments made by students illustrating the uniqueness of their placements.

6.6.4 Conclusion

Students comments suggest that their cataloguing experiences helped them realise that operations in the working library were not always as they were taught in the classroom. To this extent the practicum must be regarded as meeting its objectives.

6.7 MANAGEMENT

For many years the Registration Examinations conducted by the Library Association of Australia and supplemented by an apprenticeship system which was supported by employing library authorities was the main method of training professional librarians in Australia. Increased funding for Australian libraries in the early 70's led to a rise in the number of senior professional job opportunites. Librarians who gained their professional qualifications through the Registration Examinations while trained in some aspects of management, sometimes found themselves in managerial positions without any in-depth formal training for management. When library education was provided by tertiary institutions, units in management and administration were also included in the curriculum.

6.7.1 Comparison of Expectations of Stakeholders

Responses from faculty members seem to suggest expectations for learning in the management area during practicum, although no responses about this were made by host librarians or students pre-practicum.

While faculty member 53 did not think students would be able to make much use of their theoretical knowledge of management while on practicum, faculty member 54 hoped they would be able to recognize management styles and skills being practised in their host library.

> I don't expect them to make the connection between the management unit and host library's management practices in the space of the practicum (1.8:53B3)
> Hope they will make the connection . . . hope they get a lot of exposure to management skills (1.8:54B21, B35)

However, faculty member 53 saw value in students feeling managed:

> [It is an] osmotic effect . . . [when they might be] sensitised to what a manager might be . . . and feel what it is like to be managed at the bottom of the pile (1.8:53I19-25)

6.7.2 Comparison of Students' Views: Pre- and Post-Practicum

Students did not contribute to this topic pre-practicum. Post-practicum, they made comments and observations that suggested they had been able to observe management styles, models and problems in their host libraries.

Student 14 had the opportunity to attend his first staff meeting and found it very interesting (1.8:14C29), while student 6 experienced disappointment that she did not get the chance to attend a Library Committee meeting. Student 4 was "interested to know how the librarian went about ordering shelves and furniture . . . The accounts side of things, the budget, I asked and she showed me" (1.8:4F10).

Sandwich students 62, 63, 64, 66, 67, 68, 69, 70, 71 and 74 all made comments which illustrated that they did see management in action and therefore realised the expectation of faculty member 54. Student 63 was disappointed that although the financial accounts of the library were being compiled, she was not given the opportunity to learn from the exercise. On the other hand student 71, who was included in a budgetary meeting and discussions, saw that a lot of the management that was taught during the year did have relevance and said "... I will be paying a little more attention in lectures" (1.8:71D10-17).

However, student 64 saw at her host library:

> They did not work to a budget; they went and saw the administrator for anything they needed. This was something different to what we'd learnt on the course (1.8:64E15)
> There were two librarians and one library aid. The two librarians did not agree on how the library should be organised and managed. That was quite interesting . . . That would have been relevant to the management side of the course (1.8:64E25-35)

Management difficulties were reported by students 67 and 69 who thought they were in a "bad work environment . . . bad management" (1.8:67C9-15, D5-19), and student 69 observed that there seemed to be "management problems with the library technician" (1.8:69E5-26).

6.7.3 Comparison of Students' Views: End-on vs. Sandwich Practicum

The sandwich practicum students seemed to have been exposed to a wider range of experiences in this area than the end-on practicum students, with a number from the former group being in situations that would appear to be poorly managed.

6.7.4 Conclusion.

A number of students were able to see the positive and negative aspects of management "at work". Individually they saw how differently financial control systems could be organised.

The question of whether students should be knowingly placed in poorly managed libraries is two-sided. On one hand, students placed in such organisations might be caught up in the internal politics. On the other hand, students have an opportunity to see that all libraries are not perfectly run and managed, and that such problems do exist. This question has to be balanced against other objectives of a practicum programme, one of which is to provide students with role models and standards against which their future professional practice might be optimally based. (See also 2.3:53C15-17.)

Students were exposed to detailed cognitive learning experiences in the key functional areas of their host libraries. Possibly because of this exposure they were able to check the extent to which the theory taught and learnt in the classroom translated to the working context of a library.

6.8 COMPARING THEORY AND PRACTICE

Practitioners in the service professions assist educators in providing, under supervision, the work environment for students to practise their craft and skills. It is accepted by educators that the principles taught in the classroom may be divorced from the reality of the working environment. Students are taught principles as if they were going to apply them in a perfect world, so that with idealism these young professionals may seek to implement the principles learnt and thus improve their small part of it. However, the neophyte's idealism and enthusiasm has to be tempered somewhat with the reality of the work environment. It would be best for students, perhaps, if the theory of the classroom could be taught in parallel with the practice of the workplace, and the practice integrated into classroom learning. Stevenson (1978) included this objective among the five she considered as central to social work practice.

As formal library education has been provided solely by tertiary institutions, the need for students to receive some training from the profession in libraries has been regarded with increasing importance. Educators have accepted that they cannot both educate and train in the classroom, and authors such as White (1983) and Plaiss (1983) have called for a more realistic approach to library education. An area of cognitive learning that writers such as Foskett (1971), Morehead (1980) and Grogan (1983) hope students on practicum will achieve is the understanding of the extent to which the theory taught in the classroom compares with the practices of the work place; and how principles taught in the classroom are applied in the practical situation of a library. The practicum, as a component in the curriculum of library education programmes, aims to do this. Hutchin (1977) described his survey results which showed that the practicum helped students to discover how practice differed from theory.

6.8.1 Comparison of Expectations of Stakeholders

All stakeholders made comments that could be analysed under this topic.

All faculty members and 22 host librarians from all four library sectors expressed the expectation that students would get to see how the reality of libraries compared with the theoretical base from which their learning derived. For their part, students from both cohorts expressed the hope that they would be given experiences whilst on practicum which would allow them to compare librarianship as it had been taught with librarianship as it was practised.

Generally the faculty members saw the practicum as giving the student the opportunity to see the whole course fall into place or hang together. They expected students would make ". . . some link between the real world and the world of theory . . ." (1.9:51I7-8). Some other comments were:

> They can make some kind of judgement of whether they are being told rubbish or when things are cut off from the real world (1.9:51A13)
> We tell them this is how it should happen; on practicum they will see how it does (1.9:52D6-7)

A high proportion of host librarians, 22 out of 29, saw the practicum as fulfilling this need for students to compare practice with theory. From this it could perhaps be assumed that they would provide the opportunities for their student to see this link. A sampling of host librarians' views follows:

> The two students we have had have compared [what they saw with their course work] . . . I think it makes sense really. If they don't do that, they aren't progressing (1.9:30C14-23)
> I think it increases the relevance of their study . . . gives them some sort of means of applying to reality what they have learnt in theory (1.9:35aA1-3)
> To see why they have learnt some of the boring things (1.9:36B1-6)
> What they learn in school should be backed up by practical applications . . . The constant relationship between theoretical learning and practical application I think makes a better librarian (1.9:40A10-14)
> Practical experience necessary before they can really understand what libraries do (1.9:40bA10-11)

There were two points of view that emerged: one, that it was up to students themselves to make the link between what they learnt at library school and what they saw in the library; and the other, that students had to be guided to this realisation.

> Up to the student to pull things together (1.9:41bI4)

> . . . Library school should tell us what to show . . . so that student does make the link . . . can't expect students to [do so] on their own (1.9:41I12)

Host librarian 41 further stated, "We are starting with the assumption that the library course on a full-time basis is one thing and real librarianship is another thing. There are quite wide gulfs between the two" (1.9: 41D21-22).

Eleven students (8, 12, 61, 62, 63, 64, 65, 67, 79, 70 and 71) also had the expectation of comparing theory and practice:

> It would be nice to put into practice [what we have learnt] (1.9:8B1)
> You can't describe a rock till you get out there and look and feel. I don't know how similar that would be for librarianship (1.9:12B15)
> If you can put things in a picture it always makes more sense (1.9:63B7)
> Will be good to see how the theory works . . . putting it into practice (1.9:67A2-3)
> I hope to gain experience in library matters (1.9:71B12)

However, a few students were diffident.

> I feel I won't be able to put into practice what I've learnt . . . course is so theoretical (1.9:64A8).
> Great in theory . . . but it is a different world when you get out there (1.9:70B9-11).

6.8.2 Comparison of Students' Views: Pre- and Post-Practicum

While end-on practicum students 8 and 12 hoped they would "see how what happens out there compares with what we've been told here" (1.9:12A17), it was students 4, 9 and 12 who said they saw a relationship between what they learnt and saw, and found that the course was quite relevant to the working library.

> I didn't feel the course was irrelevant at all (1.9:4E8)
> The principles were the same. You use a different format . . . but you were using the same principles. The connection was very self-evident . . . It [the course] is very relevant (1.9:9C7, C11, E22)
> This [the practicum] gives you a chance to practise your new-found skills in a more relaxed way (1.9:12E12-13)

Student 2 had mixed feelings post-practicum -- on one hand, that she had not gained anything extra from the practicum, and on the other, that without the course she would not have known where to start. She concluded: "I just don't know about the practicum anymore. I enjoyed it, so perhaps I should not say it wasn't good for me" (2.1.2:2H27-30).

Student 14 after his practicum commented that he saw the limitations that librarians worked under, and for him this was where the comparison of theory and practice was evident (1.9:14E18).

Nine sandwich practicum students hoped pre-practicum that they would be able to "put things into a picture" (1.9:63B7), and see how "the theory can be applied in a work situation" (1.9:65A14). Post-practicum, students 69 and 71 reported that they did not make the link they had expected: "To be honest, very little" (1.9:69I18), and "[the practice was] different from the classroom situation" (1.9:71A7).

Students 63, 66, 67 and 72 said they made the link in some respects. Student 63 said, "I suppose there was [a relationship between theory and practice]; I could understand what he was talking about" (1.9:63G13). Only student 72 recognized a definite link (1.9:72F28).

6.8.3 Comparison of Students' Views: End-on vs. Sandwich Practicum

The learning outcomes for the end-on practicum students were similar to those expressed by the sandwich practicum students. Generally, most students achieved the expectations of the stakeholders. On balance however, the end-on practicum students found that the theory learnt in the course was more relevant to practice than did the sandwich practicum students.

6.8.4 Conclusion

Views expressed by the host librarians would seem to indicate their understanding of some of the shortcomings of tertiary education for librarians. Given the spread of positive responses from host librarians on this topic of comparing theory and practice, there was a disproportionate number of negative responses from students. This can partly be accounted for by the fact that only general comments relating to the linking of theory to practice were collated under this topic; more specific comments have been analysed under other topics.

> Among the reasons given for the practicum is that it is easier for students to learn some concepts and practices while on practicum than in a classroom/tutorial

situation. The ease with which student learning takes place on practicum is the next topic which is discussed.

6.9 EASE WITH WHICH LEARNING TAKES PLACE ON PRACTICUM

Not all stakeholders contributed directly to this topic. However, their belief that students learn more easily by doing is implicit in the comments made by faculty members. (See Section 5.1 of Appendix V.)

6.9.1 Comparison of Expectations of Stakeholders

None of the faculty members made any specific reference to this topic. Host librarian 40 considered that if the student has the benefit of the practicum, "it's going to help that person absorb things a little better and a little faster" (1.10:40D7-10).

Students 2 and 8 also thought that learning by doing would take less time.

> If you were learning it on the shop floor, you would learn it a lot quicker (1.10:2B15)
> An awful lot of what we are learning we could learn on the job, but some things it would take a lot longer (1.10:8C6).

Of the contributions made there was unanimity of view among the stakeholders that learning would occur more rapidly in the practical situation.

6.9.2 Comparison of Students' Views: Pre- and Post-Practicum

End-on practicum students 2 and 8 thought, pre-practicum, that it would take a lot less time to learn some things on practicum. Seven of the eight end-on practicum students found post-practicum that it was easier and faster to learn when the task was not remote:

> Much more easy on the job, because you are actually there and doing things. In the classroom, no matter how good the teacher, it is still remote. When you are actually doing something, it is much easier to learn (1.10:2F14-18)
> I think you learn a lot quicker on practicum, simply because you just have to get things done (1.10:14I1)

Student 6 said that in the classroom one did as one was told, and implied that on the job one had to think for oneself. The perceptions of students 4 and 11 were opposite to those of student 6; they thought that the tasks on the job were more routine, mechanical and straightforward, whereas research and thinking were needed for assignments in the classroom.

> On the job you have to handle people. In the classroom you listen to what the lecturer says, and do what you are told (1.10:6B15-17)
> On the job you are told what to do and then you know it at once . . . In the classroom you have to research it and think (1.10:11C4-6)

A third perspective was supplied by student 9 who derived more pleasure from working as she was not "just doing it to get a mark out of it" (1.10:9C13).

While the sandwich practicum students did not contribute to this topic before their practicum, 14 of them expressed after their practicum that it was easier to learn some things while on practicum. The three perspectives described above are also evidenced in the data gathered from the sandwich practicum students.

First, learning on practicum proved easier:

> Much more stimulating and interesting (1.10:73G28)
> Easier, because you were doing it with a purpose behind it . . . it helps because you can see the end-product (1.10:74E1-4)

Second, it involved a different type of thinking to that required in the classroom:

> [On the course] you are spoon-fed to a certain degree . . . When on the job it's up to you to decide where the answer is (1.10:60I4+)
> Course more formalised . . . On job . . . quite relaxed way of learning, than being under constant pressure all the time (1.10:61G4-25)
> Course more principles, job more the job . . . Can't fit things into convenient boxes . . . "If this . . . then that," when writing an essay (1.10:66I5+)

Third, it was "for real": "You knew you were actually helping someone, not just doing an exercise" (1.10:71G3). This last perspective suggests once again that students on practicum do regard their work experience as work, and apply themselves diligently and responsibly.

6.9.3 Comparison of Students' Views: End-on vs. Sandwich Practicum

There was a similarity of views between the two groups of students with respect to the ease of learning while on practicum. Despite the fact that the sandwich practicum students had had only half as much course content as the end-on practicum students, the data seem to suggest that learning was not more difficult with less background.

6.9.4 Conclusion

Individual students learnt differently and derived benefits that were unique to each, depending on their own circumstances and practicum experience. The data gathered would seem to suggest that it is easier for students to learn on the job. However, the reasons for this were not always the same for each student. This is evidenced by the opposing views of students as to the ease with which learning on the job occurred compared to learning on the course.

> A further factor could be the work experience with which students came into the course. Stakeholders considered that this was pertinent to total student learning, and made comments which are analysed under the next topic.

6.10 RELEVANCE OF PRIOR AND CONCURRENT WORK EXPERIENCE

Some library schools in the United Kingdom require students enrolling in their courses to have had one year's prior work experience in libraries. Their Australian, and Western Australian equivalents, while acknowledging in course outlines and handbooks that previous work experience in libraries would be advantageous, do not stipulate it as a pre-requisite. (See Section 2.3.3.) Prytherch (1979: 172) concluded after his study that " certain factors had a marked effect on the success of the fieldwork programme: these included . . . previous experience of students."

Seven out of eight end-on practicum students had had work experience in libraries, while only two had had no work experience of any kind. (See Table 5.2.) Three of the 15 sandwich practicum students had experience in libraries, while all 15 had had work experience of some kind. (See Table 5.3.)

It would be fair to assume that students coming into a professional course having had some work experience, in whatever capacity, would bring with them some knowledge which would be to their advantage. However, the usefulness of the knowledge would vary with the quality of the experience.

6.10.1 Comparison of Expectations of Stakeholders

The data suggest that all stakeholders acknowledge, explicitly or implicitly, that prior work experience in libraries may be useful to students during their course.

One faculty member described the extent to which some students were ignorant of the workings of a library, and expressed surprise as to students' "inability to grasp what I consider basic concepts" (1.11:54A10-11). Another faculty member stated: "I would always rather have library studies students . . . who have had some experience working in a library" (1.11: 53B21).

Host librarians made no comment on this topic. However, there is an acknowledgement implicit in the participation of host librarians in the practicum programme that it is considered important to the education of the neophyte. (See also Section 7.1.1.)

Students who had prior work experience found that it was advantageous to them in their course, while those who had none felt disadvantaged. However, students 8, 60, 63 and 71, who had none, felt that "in the long run I don't think it's made much difference" (1.11:71B3).

6.10.2 Comparison of Students' Views: Pre- and Post-Practicum

Before their practicum, end-on practicum students 8 and 12 felt disadvantaged by their lack of experience, while students 2, 4 and 9 thought that they might have had an advantage. End-on practicum students 2 and 4 took their previous work experience in libraries for granted. Nevertheless, they did acknowledge that their experience was seen as an advantage by their peers, who did not have library work experience: "I would not have thought so, but people without any experience think I am better off, so perhaps it has" [relevance to the course] (1.11:2A4).

Student 9, who worked part-time while enrolled in the course, stated prior to going out on practicum: "I found when I started to work, things started to gel more quickly . . . You can understand classification systems more if you are working with them" (1.11:9B7). After the practicum she commented that "ideally one would want to work in a library part-time and study part-time" (1.11:9A24).

This confirms the views of faculty member 53 (1.11:53B21), Day (1983) and Wilson (1985: 491), the latter having stated:

> ... in-service training is possibly more valuable than basic academic training for librarianship, it being too much a bundle of techniques and pragmatism to be the topic of a tertiary course.

However, while all 15 sandwich practicum students had had previous working experience of some kind, only six of these stated that they hoped to be able to build on their past experiences and/or careers prior to going out on practicum (1.11:60A6; 65A2; 66A8; 68A10-11; 69A1-4, B35-37 and 70B3). Student 61, who did not state this as an expectation, commented after his practicum that he found that his previous experience in the sciences was a help in handling reference enquiries on practicum (1.11:61D1).

Post-practicum, student 4 felt that her previous work experience in dealing with library users had helped her in dealing with library users during the practicum. Indeed, student 2 felt that she could have done without the practicum "because I had some experience already" (1.11:2B15). This view was held partly because she felt that her practicum experience did not meet her expectation of being able to gain experience in professional work.

6.10.3 Comparison of Students' Views: End-on vs. Sandwich Practicum

Students going out on the end-on practicum generally seemed less concerned with their experience or lack thereof than the students on the sandwich practicum, all of whom had had some previous work experience.

End-on practicum student 8 thought (mistakenly) that she was the only one without library experience, and considered that if faculty members gave detailed talks about the various departments in a library it could have been "quite absurd with only me listening" (1.11:8A20). The same student also acknowledged experiencing some difficulty in relation to an assignment on the automation of a library system, saying "it was hard to try to automate it before you knew what its parts were" (1.11:8A8-11), thereby confirming to some extent the perceptions of faculty member 54 (1.11:54A10-11, F20).

There appeared to be some advantage in just being in a library environment as a volunteer, as it led one student "to be aware of what was happening around me" (1.11:12A10-12), and thus apply some level of understanding to the course as required.

A different perspective was expressed by the sandwich practicum students. Those without library experience did not see themselves disadvantaged in as far as understanding the concepts of libraries was concerned. However, four sandwich practicum students who had had some work experience (61, 62, 69 and 70) felt advantaged in the management unit, as the unit required them to draw from their own experience for examples. Sandwich practicum student 69 stated the reason for this: "As far as study goes. In the management course . . . I can visualise what goes on" (1.11:61B9).

Students 65, 66 and 67 thought their previous work experience was to their advantage, while students 62, 64 and 70 considered themselves to be disadvantaged by their lack of experience, especially in their study of the management units.

6.10.4 Conclusion

Generally students felt that their previous work experience was more of an advantage, and the lack of it a disadvantage while they were studying their course work rather than while they were on practicum. In addition, students 2 and 4 also found their previous work experience, especially with respect to interpersonal skills, useful while on practicum.

Students were not only retrospective-looking in their remarks, but also forward-looking to their future careers, aspects of this are discussed in Section 7.7, see also Section 2.7 of Appendix V. Comments made with respect to how stakeholders viewed the practicum itself in the learning continuum are analysed under the next topic.

6.11 NEED FOR ON-GOING LEARNING

In addition to the expectations held by stakeholders for the specific learning outcomes of students whilst on practicum, the data collated under this topic indicated that faculty members and students were aware that learning which took place on the practicum would only be a start for the neophyte. Host librarians did not contribute to this topic.

6.11.1 Comparison of Expectations of Stakeholders

Faculty member 50, and students 14 and 70 stated:

> That the theory they have learnt is only the starting point from which they start progressing (1.12:50B6, B10)
> Some basic reference questions I would basically know where to start, but I think with reference and cataloguing . . . you need a lot of experience at it . . . It will take many years before I am proficient at it (1.12:14C2+)
> Course is just the starting point (1.12:70C18)

6.11.2 Comparison of Students' Views: Pre-and Post-Practicum

While not many students contributed to this topic, those who did indicated a mature confidence.

End-on practicum student 14 commented pre-practicum that he was aware that proficiency would take many years. Post-practicum, he noted that he had had his perceptions reinforced by one of his on-site supervisors, reporting, "One of the supervisors was saying she's been there five years and there was a lot she still does not know" (1.12:14J11+).

Post-practicum, students 8 and 9 also came to realise this:

> You are not going to know about a lot of things unless you spend a lot ot time in the area (1.12:8I9-10)
> It is probably an on-going thing if you are interested in learning as you are going (1.12:9B18)

Student 9 also thought that one way to obtain useful basic long-term training was to start from the bottom and apply for a library assistant's job (1.12: 9B4). (See also 1.2:36B22-27.)

While the sandwich practicum students made no comment pre-practicum, after their experience students 65, 72 and 73 realised their faculty member's expectation:

> Re-assuring that you don't have to know it all at the end of the year (1.12:65H12)
> To be a reference librarian would be a difficult task . . . It would need a bit of work (1.12:72F20)
> I found that it takes years and years to do it properly (1.12:73I20)

6.11.3 Comparison of Students' Views: End-on vs. Sandwich Practicum

Similar learning outcomes were experienced by the end-on practicum and the sandwich practicum students.

6.11.4 Conclusion

The proponents of the practicum hope that it will demonstrate to students many specific aspects of their profession. Battin (1983: 23) saw that ". . . a program of professional education should imply preparation for a lifelong career. . ." Data gathered from the sample of faculty members and students suggest that they realised this.

6.12 SUMMARY

Data collected and presented suggest that students in this sample, unlike those in the Prytherch study (1979), experienced several aspects of cognitive learning.

In terms of the topics used for the analysis of results, students confirmed that their learning experience came easily on practicum when compared to learning that occurred in the classroom. They reported that their learning took place in the following areas: how a library functions; the work of the librarian and other staff in a library; the role of a librarian in a specific type of library; contact with users; technical services; management; need for on-going learning and comparing theory with practice.

However, it perhaps should be noted that whereas the theory taught in library schools covers a very broad segment of librarianship, the useful experience that a student can obtain in a four-week practicum must of necessity be confined, even within the individual host library, to a few aspects of that library's total activities. While students can therefore compare theory and practice in relation to those aspects, it does not follow that the same comparison would be valid in relation to other aspects, or in other libraries. Thus, the practicum can never give experience of what librarianship is like, only of what one microcosm is like. Comments made by some respondents in the study implied that this argument was acknowledged and taken as given.

CHAPTER 7

ANALYSIS OF RESULTS WITH RESPECT TO STUDENT LEARNING IN THE AFFECTIVE DOMAIN

Learning in the affective domain is defined briefly by Page and Thomas (1977: 14) as:

> Acquisition of feelings, tastes, emotion, will, *values* and other aspects of social and psychological development gained through feeling rather than intellectualization.

In the context of a professional education, this would include what Simpson (1985) referred to as employer/employee relationships, motivation, skills in communication, career development and gaining job satisfaction. It would also include the acquisition of the basic ethics and values of the profession.

In terms specific to the practice of librarianship the Library Association of Australia (1985a: 13) defined the following areas (falling within the affective domain) in which librarians ought to be competent and proficient :

> evaluation, involving measurement and judgement in regard to criteria developed;
> deciding which aspects of those [community] needs the library can effectively serve;
> interacting with other professional groups and with commercial enterprises in the creation and maintenance of effective services;
> communicating with others in order to ensure for the library an equitable share in the allocating of resources.

The ability of the professional to exercise professional judgement is seen to be important in the areas of censorship, non-discrimination against users and preserving the confidential relationship between library user and the library. (L.A.A. 1985b).

Thus, the second group of research questions asked:

> What expectations do the stakeholders have for affective learning by students on practicum? How do students' expectations compare with the descriptions of their learning experiences in the affective domain?

A number of topics emerged in the data analysis. Six of these related specifically to learning in the affective domain through students' experiences on practicum. In addition, two broad topics emerged which related indirectly to such learning: stakeholders' attitudes to the practicum itself, and hosts' reasons for their participation in the practicum.

These two broad topics could obviously have affected the learning experienced in any of the three domains, as well as the preparation and organisation of the practicum. Therefore, consideration was given to placing the discussion relating to these two topics in a separate chapter, either preceding Chapter 6 or following Chapter 8.

However, much of the post-practicum data relating to the students' general attitudes toward the practicum was difficult to differentiate and separate from their specific learning outcomes in the affective domain, which properly belonged to this chapter. In effect, the general attitudes they developed appeared to have the greatest affinity and relevance to their learning in the affective domain.

Thus, it was decided that it would be appropriate to discuss the stakeholders' general attitudes and host librarians' reasons for participation at the beginning of Chapter 7, as an introduction to the stakeholders' specific expectations and outcomes for student learning in the affective domain. However, as the data gathered for these two broad topics does not conform to the general pattern described in Section 5.3, alternative methods of discussion have been devised to accommodate them. These methods are explained and the general attitudinal data presented in Sections 7.1 and 7.2, respectively. The six topics which related specifically to learning in the affective domain are discussed in Sections 7.3 through 7.8; the analysis of these results follow the normal pattern of presentation described in Section 5.3.

Data collected and collated with respect to these topics are presented in Section 2 of Appendix V as outlined below:

TOPICS	PAGE NUMBERS
ATTITUDES	261
Mainly Positive	261
Mixed Feelings	264
Mainly Negative	266
REASONS FOR HOST LIBRARIANS' PARTICIPATION	267
In the Interests of the Profession	267
Librarianship Seen as an Apprenticeship System	267
Source of Student Labour: Costs and Benefits	268
Staff Development	269
Public Relations Excercise	270
PROFESSIONAL STIMULATION AND ROLE MODELLING	270
INTERACTION AND COMMUNICATION	272
SELF-ASSESSMENT AND DEVELOPMENT OF CONFIDENCE	273
REALITY OF WORK EXPERIENCE	275
CHECK ON CAREER CHOICE	278
ASSESSMENT OF EMPLOYMENT POTENTIAL	280

Data gathered showed that stakeholders held general attitudes towards the practicum as well as specific expectations and outcomes for students' learning in the affective domain. The analysis of these follows.

7.1 ATTITUDES

The attitudes of the stakeholders towards the practicum are important in order to determine whether it is possible to relate attitudes expressed before the practicum to students' learning outcomes, particularly in the affective domain.

To accommodate the data gathered, the discussion in this section is presented differently from that described in Section 5.3. General expressions of attitude are collated and discussed, subdivided by the subheadings 'mainly positive', 'mixed feelings' and 'mainly negative'.

Although faculty members were asked questions that elicited general attitudinal responses, the freedom with which they responded, often with examples and qualification, led to their contributions falling under more specific topics. The general attitudes of the host librarians are tabulated in Table 7.1. The general attitudes of the students pre- and post-practicum are tabulated in Table 7.2.

7.1.1 Comparison of Expectations of Stakeholders

Stakeholders were mainly positive in their attitudes to the practicum; however, some respondents expressed mixed feelings.

Generally, and by inference, faculty members supported the academic objectives of the practicum. However, their contributions were related to specific learning experiences which reflected their individual responsibilities for the units they taught, and these comments appear under these more specific topics. Many of the faculty's remarks concerning their attitudes to the end-on practicum were made in the context of the timing of the end-on practicum in relation to the sandwich practicum, and their responses are analysed under that topic. (See Section 10.1.) Taken as a group, the faculty members were negatively disposed to the end-on practicum, and viewed the sandwich practicum mode more favourably.

Mainly positive attitudes were expressed by 17 of the 29 host librarians interviewed. Five end-on practicum students and 11 sandwich practicum students expressed mainly positive attitudes before the practicum, while five end-on and 12 sandwich practicum students expressed such attitudes about their experience after the practicum. However, only students 6, 8, 9, 11, 14, 60, 61, 62, 66, 68, 70, 71, 72, 73 and 74 were unreservedly so.

Among the comments made by host librarians were:

> Don't think you can overestimate the importance of it. The more [practical experience] they can get the better . . . Only too willing to take them (2.1.1: 23B14-18)
> We feel a commitment to it [the practicum] (2.1.1:30B5)
> [The practicum] is essential especially for those with no previous background (2.1.1:34B25)

TABLE 7.1

GENERAL ATTITUDE OF HOST LIBRARIANS TO THE PRACTICUM

Host Librarians' Attitudes	20	21	22	23	24	25	26	30	31	32	33	34	35	36	40	41	42
Mainly Positive	√	√	√	√	√		√a	√	√	√	√	√		√ac	√	ac	√
Mixed Feelings						√							√		a	√b	a
Mainly Negative																	

√ = indicates the chief librarian's attitude
Lower case letters, e.g. a, b, c, under the host librarian's code
indicates the attitude expressed by their on-site supervisor

TABLE 7.2

GENERAL ATTITUDE OF STUDENTS TO THE PRACTICUM PRE- AND POST-PRACTICUM

	End-on Practicum Students								Sandwich Practicum Students														
STUDENTS	2	4	6	8	9	11	12	14	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74
ATTITUDES Mainly Positive: Pre-			√	√	√	√	√			√	√	√		√	√		√	√		√	√	√	√
Post-			x	x	x	x		x	x	x	x			x	x	x	x		x	x	x	x	x
Mixed Feeling: Pre-	√	√						√	√				√			√			√				
Post-							x																
Mainly Negative: Pre-																							
Post-	x	x										x	x					x					

√ = Pre-Practicum Attitude
x = Post-Practicum Attitude

The student perspective is reflected in the following quotations:

> I think it [the practicum] is one of the most important things (2.1.1:9A16)
> I am looking forward to it [the practicum] . . . I think it will give me a break from cerebral exercise (2.1.1:66B1-6)
> Fairly important to me; I want it to be successful. I realise . . . it's a two-way thing (2.1.1:73B27+)
> I am looking forward to it [the practicum] . . . What you put into it you get out (2.1.1:74A1-2)

Six host librarians expressed **mixed feelings** towards the practicum programme as did three end-on practicum and four sandwich practicum students before the practicum. Host librarians' comments included:

> It is time consuming. I feel we have a responsiblity to have them; at the same time I wish they would all go away! (2.1.2:25D4-6)
> It is detrimental to us but it benefits them [the students] and that's what it is all about (2.1.2:35B31-32)
> Whether the practicum is a valuable exercise is for the library school to decide; I am assuming it is in this role (2.1.2:42aB1-3)

Students also qualified their feelings:

> I haven't really thought about it . . . Yes, [I am] possibly [looking forward to it] (2.1.2:2A7-8)
> My expectations . . . very much up in the air, I didn't know what to expect (2.1.2:60C10)
> In lots of ways I am really apprehensive. I am not sure what I'll actually be doing (2.1.2:64A1)

No stakeholders expressed **mainly negative** attitudes about the practicum, pre-practicum. However, the following is a sampling of some of the negative comments from host librarians with mixed feelings:

> It [staff time] is quite a real problem . . . there is quite a lot of staff resistance. . . It [the practicum] does put a lot of pressure on people (2.1.2:25C20+)
> What I am saying is, that in today's economic climate the practicum might be an anachronism (2.1.2:41G33-34)

Table 7.3 cross-tabulates data relating to attitudes of host librarians pre-practicum with those expressed post-practicum by the students they hosted. For the reasons given in Section 4.4 and summarised in Section 7.1.4, not all 17 host librarians appear in this analysis.

TABLE 7.3

CORRELATION OF ATTITUDES OF HOST LIBRARIANS WITH THOSE EXPRESSED POST-PRACTICUM BY THE STUDENTS THEY HOSTED

ATTITUDES							
Pre-Practicum by Hosts				Post-Practicum by Students			
Hosts	P	MF	N	P	MF	N	Students
31	√					x	2
21	√					x	4
33	√			x			6
41		√		x			8
34	√			x			9
20	√			x			11
40		√			x		12
36	√			x			14
42		√		x			62
34	√			x			65
26	√			x			66
41		√		x			68
35		√		x			70
23	√			x			74

P = Mainly Positive
MF = Mixed Feeling
N = Mainly Negative

√ = Pre-Practicum Attitude
x = Post-Practicum Attitude

It was assumed that a positive attitude, or otherwise, on the part of the host librarians would influence the students' experiences; however, the data suggested that this relationship was not always present. When pre-practicum data from host librarians was compared with the post-practicum data from the students they hosted, this assumption was confirmed in little more than half the pairs (20 and 11; 23 and 74; 26 and 66; 33 and 6; 34 and 9; 34 and 65; 36 and 14; and 42 and 62).

There was no consistency among the remaining six pairs. On one hand, despite the mixed feelings expressed by three of these host librarians pre-practicum, the students they hosted reported positive experiences post-practicum (41 and 8; 41 and 68 and 35 and 70). On the other hand, the placement of students with three host librarians who were totally positive in their attitude did not necessarily ensure a totally positive outcome from the students they hosted (21 and 4; 31 and 2; and 40 and 12).

7.1.2 Comparison of Students' Views: Pre- and Post-Practicum

Students were almost unanimously positive in their attitude to the practicum before their placements. There was an almost equal number of students who expressed positive expectations pre-practicum and who expressed attitudes which reflected their positive experiences post-practicum. However, four students who expressed mixed feelings before their practicum expressed positive attitudes after their experience. (See Table 7.2.)

> Quite valuable to the year's study (2.1.1:6A2)
> For what I got shown and allowed to do I got far more from it than anybody (2.1.1:8J6-7)
> Invaluable, yes (2.1.1:9D10)
> Had a good time but not a holiday. It [the practicum] is definitely part of the course (2.1.1:61E27-28)
> No matter what I did I learnt something from it (2.1.3:63F4)
> . . . It [the practicum] is an essential part of the course. I think it is a very central part, it was interesting (2.1.1:72E22-23)
> [Feel] extremely positive [about the experience] (2.1.1:73D1, E17)

After the practicum only two students (2 and 12) expressed some mixed feelings: "Was good when we started because it was busy, but could have done more later." (2.1.2:12A7-8).

Two students (63 and 69) who were mainly positive in their attitude pre-practicum, expressed mainly negative attitudes post-practicum: while three students (2, 4 and 64) who were mixed in their attitude pre-practicum, also expressed mainly negative attitudes post-practicum.

> I just don't know about practicum anymore. I enjoyed it, so perhaps I should not say it wasn't good for me (2.1.2:2H27-30)
> I was dissatisfied, very dissatisfied . . . [I was used as] cheap labour . . . these things had to be done, [but] I did it, I did it, and I did it! (2.1.3:63C1-7)
> I think it was a bad placement (2.1.3:64B6)
> Fairly quiet for the sort of thing I was looking for (2.1.2:69D7)
> My inspiration and motivation has really gone, I don't know whether that has to do with the prac. (2.1.3:69M1)
> After teaching prac. I really wanted to be a teacher . . . I don't know anymore after these four weeks (2.1.2:69M3-9)

The data seem to suggest that a positive pre-practicum attitude does not necessarily result in a positive experience for the student; there are other factors besides pre-practicum attitude that influence the outcome of the student's experience on practicum.

7.1.3 Comparison of Students' Views: End-on vs. Sandwich Practicum

Data presented in Table 7.2 are summarised in Table 7.4, illustrating the spread of attitude among the two cohorts of students, pre- and post-practicum. There was not very much difference in expectation or outcome between the data collected from the two groups of students. Students were equally well disposed to the idea of the practicum before the experience and equally well represented in their comments post-practicum. Two out of the eight end-on practicum students expressed mainly negative attitudes after their practicum as compared to three out of the 15 sandwich practicum students.

TABLE 7.4

STUDENT ATTITUDES TO THEIR PRACTICUM:

DISTRIBUTION OF OVERALL RESPONSES

ATTITUDES	END-ON PRACTICUM STUDENTS		SANDWICH PRACTICUM STUDENTS	
	Pre	Post	Pre	Post
Mainly Positive	5	5	11	12
Mixed Feelings	3	2	4	0
Mainly Negative	0	1	0	3
Totals	8	8	15	15

7.1.4 Conclusion

The gradations of attitude even within the categories of 'mainly positive', 'mixed feelings' and 'mainly negative' are evident in the data. The methodology adopted for the study allows the data to be read directly from Appendix V with the minimum of interpretation imposed by the researcher. In addition, an attempt was made to compare host librarians' attitudes pre-practicum with the post-practicum attitudes of the students they hosted. A one-to-one comparison was not possible because of the five end-on practicum students who dropped out of the study, and the fact that the DLIS did not use the same hosts for the sandwich practicum. In as far as a match was possible, the data were presented in Table 7.3. The data suggest that the placement of students with host librarians who were totally positive in their attitude did not necessarily ensure a totally positive experience for the student. This would seem to suggest that there could be other factors involved in making a successful practicum for the student which might go beyond attitudes expressed prior to the practicum by host librarians.

7.2 REASONS FOR HOST LIBRARIANS' PARTICIPATION

The underlying reasons why host librarians participate in the practicum programme could be relevant to the learning outcomes of students. For instance, if their participation is based solely on a sense of obligation to the profession or the library school, they may not put in the time to make the student's practicum a meaningful experience. If they see it as benefitting the student, and in turn the profession and themselves as employers, they may provide for the student a more positive experience. If they perceive the student as being just a source of labour, they may give minimal attention to the student. Therefore, host librarians were asked why they were participating in the practicum programme and how they viewed the costs they incurred in hosting a student.

Five reasons for participation emerged from these data. In order that each of these reasons be treated separately and that the reader may easily view the data, the verbatim quotations are arranged by the main reasons; these appear as sub-topics in Section 2.2 in Appendix V. These data are discussed under the sub-topic headings. Because the data involve only one stakeholder group, the three sets of comparisons set out in Section 5.3 are not made.

7.2.1 In the Interests of the Profession

Writers on the practicum suggest that it is in the long-term interests of the profession to participate in practicum programmes.

Of the total host librarians, including on-site supervisors interviewed, 15 confirmed this view and stated that by hosting a neophyte the long term interests of the profession and of their own libraries would be served:

> We should be involved in taking away some of the idealistic clap-trap that they pick up in the cloistered environs of any educational institution (2.2.1:20A2-3)
> Everyone has a responsibility for the education of the future librarians. Prac. seen as part of their professional training (2.2.1:24A1)
> It's partly a thing towards the profession and also to ensure that the library gets a better product. It is a symbiotic thing (2.2.1:30B13-14)
> It is in the interests of the future profession . . . and of this library . . . that we produce good graduates (2.2.1:40B25-26)

The data suggest a strong sense of commitment by the host librarians both to the profession and to the students, demonstrated as feelings of co-operation leading to mutual benefit. They also imply that the library school on its own would not be able to produce "a good graduate". While there might be educational reasons for this, the long history of training for librarianship through the apprenticeship system could also be influential. Furthermore, host librarians 32 and 42a had themselves undergone successful practicum programmes in their professional education, and they saw participation in the practicum programme as an opportunity to bestow in their turn this advantage to students.

7.2.2 Librarianship Seen as an Apprenticeship System

Host librarians 23, 26, 36c and 40 expressed the view that the training of librarians worked well when done by apprenticeship, and based this on their own professional backgrounds and training. Host librarians 21a, 32, 40b and 42a spoke favourably of their practica in their library education, while 34 commented, "I had none and I was lost" (2.2.2:34B26).

> Apprenticeship system good . . . Left young professional with no pretensions, and able to do everything (2.2.2:26D6-9)
> Thinking of my own student days when I was trained on the job, I cannot think how a person can become a good librarian without doing such a practicum (2.2.2:36cB9)
> I was a product of an apprenticeship system (2.2.2:40A11-13)

Attention is also drawn to the comments made in Section 1.2 of Appendix V by students 4 and 14, who commented that in their view librarianship could possibly be learnt through an apprenticeship system. (See also Section 6.2.)

7.2.3 Source of Student Labour: Costs and Benefits

The report by the Student's Committee of the Association of Assistant Librarians (1969) on practical experience and the library school, suggested that it would be in the interests of libraries to host students because they would get the benefit of student labour. Hutchin (1977) reported that a large proportion of librarians responding to his survey indicated that they required some routine duties to be carried out by the student they hosted in return for the time they spent on training. Similarly, Hall (1986) reported that there was a growing trend among libraries to expect students to perform work which was approximately equal to the time that was spent on their training.

There are at least two perspectives to this issue: one, that students should not be used as unpaid labour when out on practicum, with the implication that host librarians should be altruistic in their motives when hosting a student; and two, that libraries are busy places which cannot afford to give freely of staff time and expertise, and therefore have a right to expect some return by way of work produced for the efforts put into the training of the student.

These two perspectives were acknowledged by inference by faculty members 51 and 52. (See Section 2.2.3 of Appendix V.) However, host librarians in this study demonstrated that in addition there were two more points of view: that unless students were working, they were not learning; and, that to organise projects for such learning to take place would entail too much effort.

Host librarians 24, 32, 34, 36, 36a and 36c stated that the use of the student as labour was a consideration in their hosting a student.

> She'll be useful to us; - we are one staff member down (2.2.3:24A18-20)
> There is also a baser motive, that it is also free labour as far as an overworked librarian is concerned (2.2.3:32A14)
> Student doing low priority jobs that would not otherwise get done (2.2.3:34B22)
> I must be absolutely honest, we always look to the end product from these people. We are very happy to see what we can get out of them (2.2.3:36cC24)

Host librarians 21 and 26 thought that to expect a student to produce labour was unfair. Host librarians 35, 40 and 41a were more pragmatic in their approach and said that while projects were not lined up for the students coming to their libraries, it was possible that students would be given projects if something appropriate came up to aid their learning. For example, host librarian 35 said, "It depends what is available when they are here, if there was some special project" (2.2.3:35A16). Host librarian 33, however, remarked, "As long as I don't have to think up a project every second day at librarian level for someone with no real experience" (2.2.3:33B9).

Host librarian 40 considered that while students were not primarily seen as producing units of labour, if they did not produce work it could be that they were not learning very much. "We like to see them productive because only by being productive will they get the kind of experience we are trying to give them . . . If they don't produce perhaps it is a telling factor . . . they are not really learning very much" (2.2.3:40B14-15).

A related issue is how host librarians regard the costs of hosting a student. No single view emerged.

Host librarians 32, 33 and 34 who were looking "to the end product" thought, or ensured, that their costs were matched by the student's output.

> Rather than to show them everything, one tends to show them smaller areas in depth [to cut down the cost of hosting a student] (2.2.3:32A25+)
> Time spent teaching is rewarded enough, with work that is done (2.2.3:33B5)

Host librarians 21, 22, 23, 25, 26, 30, 35a, 40, 41, 41a, 41b, 42 and 42a thought the costs incurred were mainly staff training time rather than a dollar cost, and therefore could be absorbed by their system. In addition, they regarded it as part of being involved in the programme.

> Can't put a cash value on it [the cost of hosting a student] you can carry it in your system (2.2.3:30B16)
> Helping people, developing people, offsets any commitment that goes into the training and supervision required (2.2.3:41aA11)
> Costs we have to bear as part of our costs to professional development (2.2.3:42B19)

The academic host librarians were happy to bear the incidental costs as it was "not an enormous strain for a library of our size" (2.2.3:42aA27-29). This comment is pertinent to the issue of costs, and should not necessarily be taken to reflect poorly on the other libraries. If it is accepted that it takes a certain amount of time to train a student on practicum, then it would follow that this represents a smaller percentage of total staff time to the larger organisation than to the smaller. This would mean that the larger the organisation, the more able it is to absorb such costs.

In summary, therefore, there were three points of view: one, that the benefits in terms of production of work outweighed the costs; two, and by far the majority view, that it was an obligation the profession had to and was willing to bear, even though it cost the organisation time and staff effort; and three, that though there were costs, these were staff related and because unseen, were taken for granted.

7.2.4 Staff Development

Staff development was not a specific benefit of the practicum suggested by writers, although it was so viewed by host librarians in this study. In addition to the professional staff development that training others can develop, some host librarians saw that having fresh young minds in their libraries could lead to questioning of systems and procedures, and thus to making improvements.

Host librarians 30, 33, 35a, 41, 41a and 42a saw that as a result of their staff being involved in the training of students, they would themselves 'grow' personally and professionally.

> Gives my staff training opportunities . . . [The practicum is a] learning process for us all (2.2.4:30D11+)
> Social benefits; it does them [staff] good to deal with new people and get used to other people's ways. It's always helpful (2.2.4:35aB2)
> Could say it was a good experience for our supervisors to train people (2.2.4:42aB18)

Host librarians 21 and 22 acknowledged that while this could be the case, they had not seen it occur in their systems to any visible extent. Host librarians 23, 30 and 34 could see that students were in a position to alert them to the latest technologies because of their theoretical studies, and librarians 21a, 22, 23, 26, 41 and 41b commented that students saw what they did with fresh eyes which led to questioning, which in turn could lead to benefits for the library.

> They [students on practicum] give us new ideas, up-to-date information . . . [We] have to bone up a bit too (2.2.4:21aA10+)
> Students' questioning should also be of benefit to us, to help raise our standards as well (2.2.4:26E9)
> Makes us look at ourselves and our procedures (2.2.4:41bC2+)

This indicates not only a willingness by hosts to be criticised and questioned by the student on practicum, but perhaps a welcoming of it, and negates the view held by faculty member 53 cited under another topic (see 1.7:53B9-11) that host librarians would not welcome such questioning. Attention is also drawn to the contrasting view of faculty member 55, who perceived the benefits to the student of being able to ask questions of their hosts. (See 2.3:55D26-31.)

In summary, librarians in 11 of the 17 host libraries considered that the practicum had benefits for their library and staff; while two (21 and 42a) acknowledged that although this could happen, it had not happened yet.

7.2.5 Public Relations Exercise

Public relations was another benefit not found to have been mentioned in the literature surveyed. Host librarians 26 and 41 saw the practicum as providing an opportunity to influence and thus attract the better of the graduates coming out of the library school into applying for jobs with them.

> That they might like us so much that they might like to work with us (2.2.5:26E7)
> That our library is a beaut place . . . with a future . . . going places (2.2.5:41E11-15)

The absence of more wide-spread comment from host librarians may suggest that employers generally perceive their role in the employing process as passive. It could, however, also be indicative of the economic times in Western Australia, where the dearth of base grade professional positions has led employers into thinking they have the advantage in an 'employers market'. (See also 2.1.1:53I1-3, 5.)

Host librarian 41 saw another dimension to the use of the practicum as a public relations exercise - by the library school. "Library school should use the practicum as a means of seeing where libraries are heading . . . so products can be more relevant to the market" (2.2.5:41F18). Awareness of using the practicum as a public relations exercise, while acknowledged in the comment made by faculty member 53 (2.1.1:53I1-3; 5), would appear not to have been communicated to host librarians.

Other host librarians saw the potential of the practicum as a means of judging the worth of graduates coming out of the library school (See Section 2.8.)

7.2.6 Conclusion

Table 7.5 illustrates the spread of responses among host librarians. Host librarian 26 was the only respondent who contributed to all five reasons which emerged for the participation of host librarians in the practicum, while host librarians 23, 34 and 42a contributed to all but public relations. It is worth noting that reasons for participation emerged that were not found to have been canvassed in the literature, in particular staff development and public relations.

7.3 PROFESSIONAL STIMULATION AND ROLE MODELLING

Shera (1972) suggested that it was only by constant imitation and practice that the mastery of the skills required of a librarian would be achieved; the practicum provides an opportunity for these aspects of affective learning, revolving around imitation of and practise with professional librarians, to take place. Hall (1986) reported that the 12 library schools in her survey valued highly the chance for their students on practicum to work alongside professionals.

In this study all stakeholders made comments with respect to this topic. They are presented in Section 2.3 of Appendix V, and support to a large extent the views referred to in the literature.

7.3.1 Comparison of Expectations of Stakeholders

Since it is accepted that library schools operate from a theoretical base, it is unrealistic to expect the faculty to provide the neophyte with professional role models and stimulation within the context of practical librarianship.

Faculty members 53 and 55 saw the above-mentioned comment as one of their expectations from the practicum. In addition they commented on the value of the practicum as a means of providing role models for students:

> Role modelling which is why we like to send our students out to the better libraries around Perth. It's that sense of working alongside a professional, who starts to show you what it is to work in a professional setting (2.3:53C15-17)
> A chance to meet a senior librarian . . . telling them what to do or not to do . . . showing them around . . . or answering questions . . . that would occupy their minds . . . It is worth six months of our teaching them (2.3:55D26-31)

TABLE 7.5

REASONS FOR HOST LIBRARIANS' PARTICIPATION: A SUMMARY

RANGE OF REASONS FOR PARTICIPATION							
HOSTS	in the interests of the profession	librarianship seen as appren'ship	student labour		staff dev'ment		public relations
			Yes	No	Yes	No	
20	√			√			
21	√	a		√a	a	√	
22				√	√		
23	√	√		√	√		
24	√		√				
25	√		√				
26	√	√		√	√		√
30	√			√	√		
31	√						
32	√	√	√				
33				√	√		
34	√	√	√		√		
35	√a			√	a		
36		c	√ac				
40	√	√b		√b			
41				a	√ab		√
42	√a	a		√a	a		

√ = indicates the chief librarian's attitude
Lower case letters, e.g. a, b, c,
indicate on-site supervisors within respective host libraries

Six host librarians saw professional stimulation as part of their brief in playing host, "swapping ideas . . . letting their minds . . . expand" (2.3:41C10-15). Host librarians 26, 31 and 41 also saw the practicum as meeting the need of providing a role model, and indicated that they actively tried to achieve this for the student. They saw the need for the student to be given a "good library" to practise in so that good habits and standards could be observed and later imitated.

> I hope they find us professional in our attitudes (2.3:26E8)
> [Hope we can] help the student set his standard (2.3:31B2-5)
> Librarians who are "bad" should not be used (2.3:31B4)
> She [the cataloguer] will have to be prepared to invest a bit more time with the student than she does with her own staff (2.3:41C14-15)

Host librarian 41 commented that his on-site supervisors would spend more time speaking to and developing the student on practicum than they would with a new member of staff in the first four weeks. However, host librarians 25 and 42 indicated that they used to spend more time with the student they hosted on practicum, "But these days we do not have the time to . . . encourage students to discuss nice idealistic ideas" (2.3:25D19-20).

Only two sandwich practicum students and no end-on practicum students had any specific expectations with respect to this topic. Students 69 and 73 were especially interested in having the stimulus of a professional role model.

> Professional interest, awareness, etc. This one is especially important to me (2.3:69B33)
> I am more interested in the person [the librarian] . . . in how she co-ordinates everything for the range of people she deals with (2.3:73A10-12)

7.3.2 Comparison of Students' Views: Pre- and Post-Practicum

More students realised the potential of the practicum for professional stimulation and role modelling than had expected to pre-practicum.

Prior to their practica, sandwich practicum students 69 and 73 hoped they would gain experience in this topic. This expectation was met for student 73:

> Would be a total waste of time if . . . could not hold them in esteem. I had a superb person to watch. I think she would have been one of the best practitioners that I could have found; so, she had quite an impression on me. I think it is fairly important that you have someone that you can respect as a professional (2.3:73D7-12).

However, this expectation was not met for student 69: "As an image and eye-opener of what librarianship is about, as a career that interacts with people . . . I was turned off" (2.3:69F2-10).

7.3.3 Comparison of Students' Views: End-on vs. Sandwich Practicum

Generally, there was not much difference between the experiences of the two groups of students.

Five sandwich practicum students said they had a role model on practicum, while two others, 67 and 69, were disappointed that they had not. Three sandwich students, 61, 66 and 68, said they had professional contact and implied by their comments that they had been professionally stimulated. By way of comparison three end-on practicum students, 2, 9 and 14, commented similarly, while student 12 mentioned he did not have much contact with the chief librarian.

7.3.4 Conclusion

The data gathered suggest that student learning in the area of professional stimulation and role modelling, though prevalent, is perhaps not as widespread as indicated in the studies by Hutchin (1977) or Hall (1986). Furthermore, the professional attitudes referred to in the Policy Statements of the LAA did not emerge specifically from the data collected from this sample of students, except for the importance of communicating with others.

> The extent to which students find they are professionally stimulated might relate to the level and degree of host/student interaction while students are on practicum. Attitudes to this aspect of affective learning were expressed and are discussed under the next topic.

7.4 INTERACTION AND COMMUNICATION

The topic of interaction and communication bears directly on the employer/employee aspects of affective learning referred to by Simpson (1985) in his description of learning in the affective domain.

7.4.1 Comparison of Expectations of Stakeholders

It was anticipated that all stakeholders would have had expectations for students to have experience in interaction and communication, given the service nature of professional librarianship. However, this was found not to be so. Only one faculty member, one host librarian, no end-on practicum students, but 14 of the 15 sandwich practicum students contributed to this topic. (See also Section 6.4.)

Faculty member 51 saw the practicum as giving the student an opportunity to find out what it was like "dealing with people you are working with" (2.4:51F22).

Host librarian 26a commented on her experiences with the student they were hosting: ". . . He [was] not ready for a professional job because of [his] manners and communication" (2.4:26aC26).

Sandwich practicum student 74, stated before she went out on practicum that she hoped to see, "how the different levels of staff in the organisation communicate with each other and the patrons of the library" (2.4:74A4-5).

7.4.2 Comparison of Students' Views: Pre- and Post-Practicum

Taken as a body, students realised after their practicum the importance of communication skills, whether or not they had expectations of it pre-practicum. While only one student expressed a view on this topic pre-practicum, almost all students had comments to make post-practicum.

Post-practicum, end-on practicum student 6 (an overseas student) stated that she had difficulty in communication "maybe because of my language and culture" (2.4:6B20). Sandwich student 74 said that although she had been worried about her communication skills before her practicum, post-practicum she said it "showed me I can communicate with people" (2.4:74C19). Sandwich practicum student 68 believed, "communication would be the most important thing" (2.4:68F13) she had learnt. Similarly, student 73 said she would put communication "high on the list" (2.4:73D9).

The treatment of students while on attachment to their host libraries was an issue on which sandwich practicum students were keen to speak. Students 65 and 72 felt that while they were not treated as equal professionals they were treated "as someone coming in to do a practicum, who would be working with them in the future" (2.4:65F18; 72I2-4). Student 63 felt there was a slight holding back by her host librarian, although the librarian was happy enough to talk if the student asked the questions. All other students (60, 61, 66, 69, 71 and 73) were very happy with their treatment by their host librarians who were "never too busy to show and help if I needed it" (2.4:60G19-25) and who treated them as if they were "like a professional" (2.4:68E12; 73E26).

7.4.3 Comparison of Students' Views: End-on vs. Sandwich Practicum

There was not a substantial difference between the experiences of the sandwich practicum students and the end-on practicum students in the sample. Both groups reported that they had positive experiences, and that their host librarians were willing to help. Both groups saw how important communication was, and how it was conducted between the different levels of staff, and between clients and library staff.

7.4.4 Conclusion

There appear to be two sides to communication and interaction with respect to affective learning. The first relates to students communicating with library staff and users of the library, which was more fully discussed in Section 6.4. The second relates to students observing how communication was conducted by library staff with each other, and by library staff with their clientele. Students on practicum reported they saw both of these sides, although some commented that not enough emphasis was placed on this in their course.

7.5 SELF-ASSESSMENT AND DEVELOPMENT OF CONFIDENCE

The issue of students developing their confidence through the experience of the practicum emerged as an important objective of the practicum from the literature reviewed. It was anticipated that students would have the need to feel confident that they had received adequate training and education to perform in the roles required of them.

7.5.1 Comparison of Expectations of Stakeholders

Faculty members made no comment that could be directly analysed under this topic. Two host librarians made comments based on their previous experience with practicum students, indicating that the practicum could boost the confidence of the neophyte. The data collected from both groups of students in the post-practicum interviews, however, make this an important outcome in student learning in the affective domain.

While host librarians 21a and 24 were aware from their past experience that students' confidence would be boosted through the experience of the practicum, students themselves felt a lack of confidence pre-practicum, "basically, because I feel I don't know what I will be expected to do, because I feel I don't know very much" (2.5:64A4-5).

More importantly, there was a feeling among students that their theoretical background and learning had not prepared them for the practicum, and that it would be irrelevant to what they would be required to do. Student 70 commented: "At the moment I feel that if I went out to a library tomorrow, I would not know what to do" (2.5:70A10-11).

7.5.2 Comparison of Students' Views: Pre- and Post-Practicum

Before the practicum, end-on practicum students 8, 9 and 14 felt that their confidence was low. Students 8 and 9 specifically mentioned the area of cataloguing in this context, while student 14 did not seem particularly concerned:". . . It doesn't worry me that I am not confident at it; I just think it will take many years before I am proficient at it" (1.12:14C2+).

After the practicum seven out of the eight end-on practicum students in the sample reported an increase in their confidence as a direct result of their attachments. Generally it took them three to four weeks to gain this confidence. The reader is referred to Section 2.5 of Appendix V for the full descriptions of this aspect of the individuals' affective learning and its importance to them.

Before their practicum sandwich practicum students 63, 64, 65 and 70 stated that their confidence was low: one had doubts about having chosen the right career, while three had doubts about whether what they had learnt could be applied. One also felt inadequately prepared for the job of a librarian.

After their attachments, nine sandwich practicum students commented favourably on this topic. Students 60, 66, 68, 72, 73 and 74 had their confidence boosted because of their attachments:

> I feel a lot more positive about the job . . . wasn't sure whether I had chosen the right career . . . I now feel I would really like to work in a library (2.5:73E17)
> It has made me feel that perhaps I do have something to offer (2.5:73F3)

While students 63, 64 and 69, however, were disappointed with their experiences in this context. Student 69, a school teacher of some years, compared her work experience on practicum with her previous work experience in the classroom where she had had "to constantly come up with the goods". She concluded, "I questioned how effective a librarian I would be, considering I had so much time to do what I had to do" (2.5:69K25).

Eight of the nine students were able to pinpoint the time it took for them to develop their confidence: one in the second week (71), three in the third week (60, 65 and 66) and three in the fourth week (70, 73 and 74). Student 65 specifically mentioned being confident in cataloguing after 20 to 25 books, while student 72 mentioned gaining confidence with regard to reference work after the third session on the desk.

These data would seem to suggest that there is not one optimum period for a practicum programme with respect to students gaining confidence. (See also Section 10.3.) Rather, it would vary with the circumstances of each placement. Nevertheless, it appears that confidence usually takes a minimum of three weeks to blossom.

7.5.3 Comparison of Students' Views: End-on vs. Sandwich Practicum

The experiences and data collected from the end-on practicum and sandwich practicum students appear comparable. Whereas students from both groups expressed a lack of confidence before the practicum, most expressed an increase of confidence after their experience. Views ranged from those expressed by student 9 who said:

> Confidence has been increased. Because with a certain amount of common sense and willingness to learn, you can do it, because you have done aspects of it" (2.5:9A18, F1),

but added:

> I know I was meant to [grow], but I didn't feel a great deal of difference. I am sorry, but perhaps . . . it was because I wasn't going new into it . . . because of my part-time job (2.5:9F5),

through to views expressed by student 68:

> I think it has made me more confident about going into a library situation and working at all really . . . About coming into the workforce after so many years (2.5:68D1-4).

7.5.4 Conclusion

The data collected suggest that the development of students' confidence on practicum can be related to the quality of experience they receive in their host library; nevertheless the students' background, attitude and previous experience could also be relevant factors in the outcome.

7.6 REALITY OF WORK EXPERIENCE

That students gain practical experience formally through their course is one of the major objectives held by proponents of practica. This is one of the most commonly recurring objectives, regardless of the profession for which it is designed. It is acknowledged that tertiary educators cannot realistically simulate the work place in the classroom. It is also acknowledged that it is preferable that students experience the work place for themselves in order to understand and appreciate the routines of the work activity. This is seen to be especially important for those who have not had the opportunity to work.

School leaving students about to enter the work force have periods of work experience organised for them at possible places of employment. Employers of librarians also recognize the advantages to library studies students and to themselves of participating in such work experience programmes, and co-operate in practicum programmes partly for this reason.

Writers on the practicum such as Stokes (1973), Ward (1973), Jones (1976), Line (1983) and White (1983) saw the practicum as finishing the education and training of the neophyte. Hall (1986) reported that in her study, 61 per cent of students responding saw the practicum as an opportunity to gain practical experience, while 4 per cent saw it as an introduction to the world of work. That students might realise that the discipline required in going to work could be physically tiring was not an aspect that emerged specifically from the literature reviewed. It did, however, emerge in the data collected for this study.

Students coming into library education with no prior experience of libraries could therefore find the experience of presenting themselves for work each day added another important dimension to their learning. On the one hand, there are cognitive aspects of learning to be derived from a work experience. It gives students an opportunity to compare the theory learnt in the classroom to the practice in the work situation. (See Section 6.8.) On the other hand, there are affective aspects of learning which involve feeling and experiencing what it is like to go to work, be at work and do work.

7.6.1 Comparison of Expectations of Stakeholders

Data revealed that all stakeholders had expectations for the student on practicum to gain from the experience of the work place.

Faculty member 51 commented on the need for students to experience reporting for work, working a full seven-and-a-half-hour day, and fitting in with an organisation. Eleven host librarians (22, 23, 24, 25, 30, 31, 35, 40, 41a, 42 and 42a) also expressed this concern, three of whom (24, 31 and 42a) were especially concerned that students who had not worked before benefit from these specific work related experiences.

Host librarian 23 expressed the expectation that students would ". . . get an idea of what it is like to work with people and they undergo the same pressures that the rest of the staff do" (2.6:23C15-16).

Host librarians 41 and 42, albeit from larger organisations, contradicted this view, independently. They commented that it was not possible or realistic to expect students to actually experience what it was like to be in paid employment while on practicum. They felt that students on practicum only got a "bare simulation" of the work experience, because of the duration and the nature of the practicum and their lack of skills and experience.

> . . . They all know that after four weeks they are going to go off.
> If in your first job. . .it is obviously quite different (2.6:41C30+)
> To a large extent the situation is artificial depending on when they are here. It is in no way a simulation of the work of a professional librarian. I don't see how one can achieve that really, in the period of time. . . and given the level of training and skills and competencies that these people have (2.6:42A16, A18-21)

Students 2, 11, 12, 60, 63, 64, 67, 68, 70 and 71 all expressed a desire to find out for themselves what it would be like to work, either because they had not been in the work force before, or had been absent from it for some time. They expressed no doubt that they could experience the "real thing".

> To get some sort of work experience in a full-time way (2.6:2A9)
> The experience of actually working a 9-5 day is something you can't learn on the course (2.6:63A16)
> Haven't been in the workforce for a long time . . . will be a good work experience (2.6:68A2-3)

7.6.2 Comparison of Students' Views: Pre- and Post-Practicum

End-on practicum students 2, 11 and 12 said before the practicum that they would like to gain work experience. After the practicum these students, and in addition students 6, 8, 9 and 14, stated that they benefitted from their attachments because they learnt what it was like to be at work and to know what users were like, and they got an idea of what an employer might expect from them. The importance of this aspect of affective learning for students with no previous work experience was expressed by host librarians 24 and 42a, and confirmed by students 6 and 14, who had not worked before.

> Have become more effective; had no previous working experience to provide opportunity to know users (2.6:6B1-2)
> . . . The work experience because I haven't worked before . . . getting to a staff meeting . . . just working generally (2.6:14H23)
> It gave you an idea of working all the time; you knew you had to work those days (2.6:74E27)

Sandwich practicum students 60, 63, 64, 67, 68, 70 and 71 wanted to know what it was like going to work; students 63, 65, 66, 68, 70 and 74 stated after their practicum that they had had the benefit of this experience. They got to know what it felt like working continually. To some extent student 66 felt that she got more than a bare simulation of the work experience, as she felt a sense of responsibility for the tasks she was allocated: "I had my own responsibilities - so I had to find time to do my display project and storytelling on top of my rostered duties" (2.6:66H10-12). Her view contrasts with that of host librarians 41 and 42 (see 2.6:41C30+; 42A18-21) who believed that the practicum "was only a bare simulation" of work.

In contrast, student 65 indicated that there was always someone there to ask for help, believing that she would have to take more responsibility when she was actually working (2.6:65G3). She therefore confirmed (unintentionally) the views expressed by host librarians 41 and 42.

A further aspect of work experience was described by students 2, 8, 11 and 12, who commented that they were surprised to find that they were physically tired after the practicum. They had not expected to be. They each gave different reasons for their feelings: the high level of concentration required, the physical activity and discipline required for going to work and being too used to "lying around".

> Just concentrating on something all the time was tiring. Perhaps you would not put so much concentration into it if it were your new job (2.6:2H24-26)
> I was exhausted by the end of it . . . The five day week was quite a shock to my poor system (2.6:8J3)
> More tiring [physically] . . . I did not expect it somehow. Maybe I was just used to lying around (2.6:12A14-17)

Sandwich students 60, 64, 66 and 67 were similarly affected by the practicum; they, however, provided yet another reason. Students 60 and 64 both had part-time night jobs which they had to maintain during the practicum period. This resulted in their having very long days and nights, which accounted for their feelings of tiredness.

7.6.3 Comparison of Students' Views: End-on vs. Sandwich Practicum

There was no substantial difference between the views expressed by the two groups of students before their practica. Variations in the comments post-practicum could not be related to the respective timing of the two practicum modes under investigation.

7.6.4 Conclusion

The greater proportion of students (16 out of the 23 students in the sample) found that the practicum did give them an insight into working life, thus confirming the importance with which this objective of the practicum is generally viewed. The timing of the practicum, however, seems to have little influence on this aspect of affective learning. It emerged that students who had to continue working part-time in other jobs during the en-bloc practicum period found the exceptionally long days physically demanding.

The data suggest that the students' attitudes to the work experience on practicum were perceived differently by individual host librarians. Some host librarians thought the practicum gave students a real work experience, while others thought it could not. Contributions from students post-practicum supported both these points of view.

7.7 CHECK ON CAREER CHOICE

Flowing on from the need for students to experience working is the need for them to have the opportunity to check for themselves if they have made the correct career choice. This is one of the prime objectives of any practicum programme contained in a professional education curriculum. It is an acknowledgement that there are some "square pegs in round holes" in the service professions, and it is considered important to reduce, if not eliminate, its incidence. The views of writers referred to in Section 7.6 are also relevant to this topic. Students enrolled in courses which do not stipulate previous work experience as a pre-requisite to enrolment have a further need to be given the opportunity to check on their choice of career before graduation.

7.7.1 Comparison of Expectations of Stakeholders

All stakeholders made comments relevant to this topic.

Faculty members 50, 51 and 54 and host librarians 24, 26, 32, 33, 34 and 41a hoped that the practicum would enable students to decide by 'working' in a library if a career in librarianship was really what they wanted. Host librarians stated that even on the basis of one short practicum, students would be able to tell if they found themselves in a type of library they did not like.

> To deal with the public as well; it's at that point that their likes and dislikes of the job, and their ability to deal with the job, will come out (2.7:51I28+)
> They might look at a special library and say, "Goodness, I certainly don't want to work in one of those" (2.7:33C5)
> Might allow students to pre-empt their decision of where they might like to work even . . . on the basis of one experience (2.7:41aF21-22)

End-on practicum students made no comments pre-practicum, perhaps because they had nearly completed their course and were thus more commited to their chosen profession. Sandwich practicum students 63, 67, 69 and 73 hoped that they would have the opportunity to find out if they had the makings of a librarian, if their chosen type of library suited them and if there was a specialised area of operation that they found they preferred:

> Would like to see what areas I would like to work in . . . Might find I love cataloguing. I don't know, I will have to try (2.7:63A8)
> I may not want to work in a public library, you may never know (2.7:67B3)
> Want to know whether I really want to be a librarian, whether I am the type of person or not (2.7:69B39-40)

7.7.2 Comparison of Students' Views: Pre- and Post-Practicum

While no end-on practicum students stated this as an expectation, all students in the cohort made comments after their practicum, similar to those made by student 2: "I felt confident that I can walk in and run my own library" (2.5:2A5).

Three of the eight end-on practicum students (6, 11 and 14) had their career choices confirmed. For example, student 14 still wanted to work in a research library: ". . . Oh, yes, definitely . . . [The practicum] made me more well disposed to some form of traditional librarianship" (2.7:14A16). While student 9 realised a preference for special library work, she saw the professional advantages associated with learning and personal development if she were in a special library staffed with more than one professional.

Students 4 and 12 were not able to confirm their particular career choice as a result of their experience. As a direct result of her practicum experience, student 4 stated that the experience ". . . did decide me not to be a public librarian" (2.7:4A32). Student 8, a mature aged student, said:

> I would not like to be a librarian in a large organisation, [but] would be quite happy to be a clerk in a public library (2.7:8C15)
> [I] would be interested in a low key job . . . Do not mind being a clerk in some public library (2.7:8J21-25)

Her reasons for this attitude were based on personal life-style preferences influenced by what she called "my time of life" (2.7:8J21-25), indicating that not all students were employment oriented, suited for, or inclined towards a professional position. (See also 2.8:14C15-17.)

Sandwich practicum students 63, 67, 69 and 73 seemed more aware before they went on practicum, perhaps as a result of the list of objectives they had to prepare, of the opportunity the practicum would give them to check on their choice of career. Some wanted to check on the specific area of operation in which they would like to work, others on the type of library, while others wanted to see if they were generally suited to librarianship.

After the practicum all sandwich practicum students stated they were able to either confirm or otherwise their choice of career.

Student 72 still wanted to work in public libraries. So did students 67 and 74 despite their unsuccessful placements in that type of library. Students 60, 61, 64, 66, 68 and 71 wanted to pursue special libraries. In addition, students 60, 65, 70 and 72 thought they would like to find employment in a large organisation. Students 72 and 73 mentioned that they discovered they were very much "people persons" because of their experiences.

Three students, 63, 64 and 69, were "turned off" (2.7:69F6) their career choices as a result of their respective placements.

7.7.3 Comparison of Students' Views: End-on vs. Sandwich Practicum

Sandwich practicum students seemed to be more aware before their practicum of the opportunities for them to check on their career choice before practicum than the end-on practicum students, who made no comment pre-practicum. This could have been either because the end-on practicum students were more confident about their career choice after the full-year's study, or they felt they had too much to lose if they changed their minds. It could also have been because the sandwich practicum students, after only one semester's course-work, were still diffident in their choice of career and felt a greater need to have it confirmed. Better preparation of sandwich practicum students by the fieldwork co-ordinator may also have been a factor for greater awareness on the part of the sandwich practicum students. (See also Section 9.2.)

7.7.4 Conclusion

The data gathered suggest that the stakeholders in this study conformed with the general view expressed in the literature that practicum programmes provided a means by which students could verify their career choice. There was a difference between the expectations and outcomes of the end-on practicum students compared with the sandwich practicum students, which could be perhaps attributed to the timing of the practicum modes.

7.8 ASSESSMENT OF EMPLOYMENT POTENTIAL

The objective of students in undertaking a professional education, and of tertiary institutions providing it, must be to ensure that with the education thus obtained the student is fitted for professional employment. The extent to which this belief is held by library schools varies with the importance they give the practicum component in their curricula. The literature suggests that in Britain some library schools see the practicum as increasing the employability of their students, and state this among the purposes of their practicum programmes. While this is not stated in the objectives of the DLIS, it was implied by at least one faculty member and perceived to be the case by some of the host librarians participating in the practicum programme.

7.8.1 Comparison of Expectations of Stakeholders

All stakeholders in this study commented on aspects of employment arising from the practicum.

Faculty expressed two points of view: that the practicum gave students an edge in the employment market by increasing their skills and giving them an opportunity to "make an impression"; and that it gave employers the chance to "look over" the talent coming out of the library school.

Faculty member 51 implied that to be professionally qualified inferred professionally experienced, and stated that ". . . it is really unfair for us to send out people who are qualified to join the professional ranks of the Library Association of Australia, send them out as professional librarians, who have not really stepped into a library for various reasons" (**2.8**:51B7+). Comments made later in the interview corrected the implication that could be drawn from this statement, that "to step into a library" was thought to be the equivalent of worthwhile experience. (See **2.1.1**:51I3-4).

Host librarians 30, 31, 34, 35, 40, 41, 41c, 42 and 42a contributed three points of view between them.

First, it was in the interests of students to get work experience so that their chances for employment would be increased when they were qualified. Host librarian 41 made general comments on this issue that are pertinent: "I think the bedrock of why the library school is doing it, is to make the library student more employable. No professional training organisation can afford to ignore its market" (**2.8**:41F1; F3).

Second, it was in the host librarians' own interests.

> Opportunity to give the prospective graduate the 'once-over' as a potential employee (**2.8**:30A8)
> To suss out . . . future applicants for our jobs . . . Spot talent coming through (**2.8**:41B9-11)
> Gives us a chance to assess the products of the library school from a market point of view (**2.8**:42aB14+)

Third, an applicant's experience of a practicum could only be regarded as one aspect of what they had to offer, and other factors also had to be considered (2.8:40C4-5; 42E1-2). In this context host librarian 42 was most definite, saying that as the experience was only four weeks and only a bare simulation of real work, he could not see how any advantage could be given to a candidate who had done a practicum when judging one applicant against another (2.8:42E1-2).

Students 9, 14, 60, 61, 65, 68 and 70 expressed their expectation that the practicum would give them the advantage of "making contacts":

> In this case really, it's the acquiring of skills to gain employment . . . It's very mercenary. It's a very employment-oriented course. Most of us are there for money rather than love (2.8:14C15-17)
> Hopefully, I should be able to make a few contacts . . . Yes, that is it mainly. I am hoping that I'll make some useful contacts (2.8:61A4, B2)

7.8.2 Comparison of Students' Views: Pre- and Post-Practicum

End-on practicum student 9 thought before his practicum that he might get a better idea of what an employer might expect, while student 14 hoped that he might be offered vacation employment as a result of his practicum at the particular host library. However, it was student 2 who realised the expectation of student 14 when she got offered a clerical position, although she did not state it pre-practicum. Student 14 came to realise the harsh reality of the employment market because of staffing restrictions operating in his host library: "I am not overly optimistic about gaining employment there" (2.8:14A18).

Sandwich practicum students 60, 61, 65, 68 and 70 expected to make contacts that would help them gain employment at the end of their course. After their attachments students 60 and 65 commented that they thought they had gained an advantage as they could now state that they had "work experience". Student 74 was invited to apply for a vacant position at her host library. Student 70, however, like end-on practicum student 14, realised there were not the job opportunities she had hoped for in her host library. Both realised that this was due to shrinking employment opportunities.

7.8.3 Comparison of Students' Views: End-on vs. Sandwich Practicum

The data from the two groups of students suggest that their expectations and realisations were similar, irrespective of the practicum mode undertaken. The data highlight the prevalence of the comments made by student 14: "It's a very employment-oriented course" (2.8:14C15-17).

7.8.4 Conclusion

There was, to some degree, a lack of congruence between the expectations and outcomes of stakeholders with respect to assessment of employment potential. It would appear that while faculty and students believed that the practicum would enhance their future employment prospects, this view was not shared by all employers. This could be a further indication of the lack of communication between the stakeholders discussed in the various sections of this thesis. In particular, the comments made by host librarian 41 are worth highlighting. He thought that the library school was not using the practicum to its full potential for injecting into their course what employers needed from new graduates (5.4:41F9+).

7.9 SUMMARY

Several conclusions have been drawn from data presented in the preceding sections. The learning outcomes of students in the affective domain are therefore only briefly summarised here.

While it was anticipated that the attitudes of host librarians might affect the attitudes developed by students placed in their libraries, the data did not reflect this in every case. On practicum, students were either professionally stimulated or dissuaded by the role models they had. A few students also reported that they had the opportunity to interact with the users in their host libraries. The opportunity to experience what it was like to work and to be able to do the work they were assigned contributed to students' development of self-confidence. On the basis of their experiences all students made statements on their career choice, and most were able to confirm their choice.

Attention is drawn to the apparent lack of congruence between the pre- and post-practicum attitudes of students. Although none of the respondents were primarily negative in their attitudes pre-practicum, five students reported primarily negative attitudes post-practicum. Similarly, some negative expressions or mixed feelings by host librarians or students toward the practicum programme did not necessarily lead to a negative student learning outcome, as reflected in the data from the following pairs: 2 and 31, 4 and 21, 68 and 8 and 41, 12 and 40, 62 and 42, and 70 and 35. This suggests that there may be more involved in arriving at a successful learning experience for students than goodwill on the part of host librarians and positive attitudes towards the experience on the part of all stakeholders. It is suggested that the quality of the experience offered to the student is what might be more important to the overall outcome for that student.

The issue of employment was raised by all stakeholders. The practicum is seen as a means of providing students with the experience of working conditions; the data collected showed that students in this sample fulfilled this objective, and in addition they commented on the physical demands of regular work in a library as opposed to the passive attendance of lectures.

While students generally expected that their practicum experience would enhance their chances of future employment, host librarians were divided on the way they perceived this. Those in larger library systems qualified their comments on the value they placed on the practicum. One academic host librarian considered that if the practicum was intended by the library school to increase the employment opportunities of its graduates, as he assumed, it was an anachronism in the present economic circumstances. He suggested that the long term interests of the profession would be better served with the introduction into organisations of a career structure similar to those used for graduating lawyers and architects. New graduates could be employed and remunerated at a level appropriate to their newly acquired skills and experience, while they were trained by employers over an agreed and stipulated period.

Host librarians in smaller organisations, however, saw the practicum fulfilling their staff needs. The divergence of opinion is understandable. The larger libraries with a larger staff and a professional hierarchy are better able to cope with the training of the inexperienced professional. In addition, the systems of larger organisations often require and these organisations have therefore established a programme of in-service training and induction. The smaller the library, the less capacity it has to fulfil the training function; such an organisation would therefore require the professional to arrive ready to practise. Given the nature of tertiary education and the needs of the smaller libraries, the practicum is seen and promoted by its proponents as going some way towards satisfying these needs.

CHAPTER 8

ANALYSIS OF RESULTS WITH RESPECT TO STUDENT LEARNING IN THE PSYCHOMOTOR DOMAIN

Page and Thomas (1977: 277) defined psychomotor skills as:

> Those requiring co-operation between mind and muscle in an individual. They are tested by various forms of *psychological testing*, largely developed in the US. Psychomotor skills are usually a combination of skills in selecting the correct *response* to a situation followed by skills in making that response.

In librarianship psychomotor skills are required for many routine, physical, manual and manipulative tasks. These can include tasks such as shelving, filing, typing or keyboarding, photocopying, charging and discharging of loans, checking of catalogues, or processing of books to make them physically ready for the library's shelves, after they are catalogued and classified and bibliographically recorded as being in that library's stock.

Therefore, while many of the psychomotor tasks are generally the responsibility of clerical assistants in the medium to large-sized library, the professional librarian who has been exposed to and experienced doing them might better supervise those whose jobs they are. However, in professionally staffed, one-person libraries, the librarians would have to do these tasks themselves.

Thus, the third group of research questions asked :

> What expectations do the stakeholders have for psychomotor learning by students on the practicum? How do students' expectations compare with the descriptions of their learning experiences in the psychomotor domain?

Data collected in respect of this set of questions are collated in Section 3.1 of Appendix V and appear on pages 281 to 284. These data primarily describe the range of experiences in the psychomotor domain which students had undertaken.

8.1 PSYCHOMOTOR LEARNING WITHIN PRACTICA

That students gain experience in as wide a range of psychomotor skills as possible has been one of the implied objectives of practica. In the library context, there is nevertheless a fine line between some of the tasks in the psychomotor and cognitive domains. For example, in the handling of interlibrary loans, the bibliographical verification of references requested is a cognitive process, while the location of the documents in the library's stock and their processing through to their dispatch fall within the psychomotor domain. While computer keyboard skills fall in the psychomotor domain and may be essential for all staff in a library with an automated system, these skills could also be regarded as a pre-requisite for those professionals undertaking on-line searching and the concomitant cognitive processes.

All but two students, 9 and 73, indicated that they were involved in some kind of activity in the psychomotor domain. The remaining 21 students in the samples were involved in a range of activities, from what was described generally as "clerical tasks", to other quite mundane tasks such as cutting up paper, shelving, photocopying, and circulation control. Table 8.1 lists the range of psychomotor activity that the end-on and sandwich practicum students experienced While a wide range of activity was experienced by students, closer examination of the data suggest that not all students had equal opportunity of experience.

The instruction that students receive from host librarians is relevant to the perspective in which students view their particular psychomotor experiences. It thus influences the extent of the benefit the individual student derives from the experience. Students 6 and 60 confirmed this when they commented that until it was explained why they were doing the clerical tasks, they found some difficulty performing them (3.1:6B22; 60C12-22). This might illustrate how students learn; the importance of knowing why and having the experience placed in the context of other library operations may better lead to understanding than just "doing".

Students 2, 4, 64 and 69 remarked that of the work they were doing, most was "leaning towards clerk/typist duties" (3.1:2A21) and "a lot of it . . . was clerical" (3.1:4A12). Student 60, who was

TABLE 8.1

PSYCHOMOTOR ACTIVITIES IN WHICH STUDENTS GAINED EXPERIENCE

ACTIVITY	STUDENTS BY CODE NUMBER
ACCESSIONING	67, 68
BOOK EXCHANGE	11, 67
BOOK PROCESSING	8, 67
CIRCULATION CONTROL	4, 8, 62, 68, 72, 74
CLERICAL TASKS	2, 4, 6, 12, 60, 64, 71
COMPUTER TERMINAL USE	4, 60, 61, 65, 66, 67, 70, 74
COVERING BOOKS	74
CUTTING UP PAPER	4
FILING	8, 14, 61, 63, 67, 74
MAIL SORTING	69
ORDERING	6, 8, 61, 64, 67, 68
PHOTOCOPYING	63
SHELVING	2, 4, 6, 8, 11, 67, 71
STOCKTAKING	63
PSYCHOMOTOR ASPECTS OF:	
BOOK SELECTION	6, 11, 66, 68
INTERLIBRARY LOANS	4, 6, 11, 63, 65, 67, 74
RECORD MAKING	8
SERIAL CONTROL	2, 6, 8, 61, 71

required to do clerical duties to fill in for a staff member who was away, implied that had the usefulness of knowing the behind-the-scenes routines been explained, he might have felt less like a slave (3.1:60C12-22). Students 6, 12 and 71 were not as critical of the clerical work they performed, suggesting that they could have received more instructions from their on-site supervisors for the tasks. Student 12, placed in an academic library, found that he was given menial tasks just to keep him busy. He considered that the time of year (December) was responsible for the lack of professional tasks available to him.

Comments from student 63, who said that she did "photocopying of hundreds, and hundreds and hundreds of pages" (3.1:63C7-9) and "would come home and find I had been filing all day" (3.1:63E12), highlight the extent to which some host librarians may use students on practicum on the mundane and repetitive.

While the DLIS did not teach students computer terminal use, eight out of the 23 students were given the opportunity to gain or increase their skills in this area. While some found this "great", others not similarly able to draw on their own personal experiences from outside the postgraduate course, found it initially difficult. (See also Section 9.2.)

8.1.1 Comparison of Expectations of Stakeholders

Only one faculty member and one host librarian contributed to this topic.

For their part, students made no mention of expecting to be specifically involved in psychomotor activities. It might have been unlikely that they would have known enough of the possible activities in sufficient detail to name them. However, students' expectations of seeing how a library functions and of being involved in the behind-the-scenes activity of libraries reflect some awareness on their part that routine and repetitive tasks do exist in library work.

Faculty member 50 acknowledged that students would have to "muck in and do whatever is to be done," and that this "may include clerical work" (3.1:50A17-22), while host librarian 34 said she realised that the DLIS "don't want students to be solely on clerical work" (3.1:34B13).

8.1.2 Comparison of Students' Views: End-on vs. Sandwich Practicum

Table 8.1 displays details of the activities in which end-on and sandwich practicum students said they were involved. Comparisons made between the experiences of the two student groups indicated that only sandwich practicum students were involved in accessioning, mail-sorting, covering books, photocopying and stocktaking, while only one end-on practicum student was involved in cutting up scrap paper.

Two end-on practicum students and three sandwich practicum students were involved in duties at the library's circulation desk. Of these, students 4, 72 and 74 commented that the experience was useful in helping them realise the cumbersomeness and magnitude of the Browne charging system. "We had heard about the Browne system and I saw it working" (3.1:4F15); "The cumbersomeness of Browne. We had learnt about the Browne charging system but the magnitude did not come across"(3.1:72H14). However, while two students said they had learnt about it in the abstract, the third said it was not covered in course work.

Two end-on and four sandwich practicum students said they were given filing to do in their host libraries. While student 8 thought it was "the most boring thing" (3.1:8K8), student 14 thought that "in some ways the filing was the most difficult" (3.1:14J1). Comments from the sandwich practicum students indicated that while those involved in it found there was a lot of it, filing did not present them with any physical or intellectual problems.

Attention needs to be drawn to the activities that some students said they were not given the opportunity to experience. Two host libraries in the study were stocktaking while they were hosting the sandwich practicum students. However, only one gave its student the opportunity to be involved in this activity. Student 63 reported that she was responsible for conducting it, and found that after she did it, "I felt I had accomplished something, I felt really good" (3.1:63C20-22); while student 69 mentioned specifically that she was not allowed to be involved in a stocktake (3.1:69G15).

Student 8 commented: "I didn't dream there were so many papers filed and kept. I was really quite surprised to see how many ways they filed records on a particular item" (3.1:8A22, A26) It is perhaps telling that more students did not mention this as a specific aspect of their learning.

8.2 SUMMARY

Collectively students were exposed to a wide range of psychomotor activities. However, while generally the individual student saw and did a variety of psychomotor tasks, which contributed to their understanding of how a library functioned, a couple of students were set repetitive tasks for the greater proportion of their practicum periods and seem to have been exploited.

In addition, differing student reaction to the same tasks highlight the difficulty in making generalised conclusions about student learning. For example, some found the task of filing boring, while others found it difficult; some found some aspects of shelving easy, while others found it physically demanding. The physical magnitude of the Browne charging system where the record card of each book borrowed is matched to a borrower's record card and where each transaction is then filed sequentially by the date the loan is due and then alphabetically by author was realised by all students who came into contact with it on practicum.

Prytherch (1979) discussed the value of the practicum component in a professional education in the areas of affective and cognitive learning in his study, while the approaches of Hutchin (1977) and Hall (1986) and other writers did not specifically encompass this aspect of learning. Taken on balance, the data gathered for this study seem to suggest that for the individual student the practicum does have a role to play in supplementing and complementing learning in the psychomotor domain.

Optimum student learning in all three domains, however, may be a function of the preparation host librarians and students receive from the library school, and the detail with which the practicum is organised. These aspects are the subject of the next two chapters.

CHAPTER 9

ANALYSIS OF RESULTS WITH RESPECT TO PREPARATION FOR THE PRACTICUM

The extent to which the faculty prepares both host librarians and students for the practicum, and the manner in which host librarians prepare for the arrival of the student on practicum, could affect the environment into which students are placed and consequently their learning experiences.

Thus, the fourth group of research questions asked:

> What preparation does the faculty give to host librarians and students, and what preparations do host librarians make for students they are to receive in the practicum programme? How do host librarians and students perceive the faculty's preparations before the practicum, and how do students perceive the preparation made for them by faculty and host librarians after the practicum?

The tripartite nature of practicum programmes is evident when examining the issue of preparation. Data collected with respect to this group of research questions are collated and presented in Section 4 of Appendix V, as follows:

TOPICS	PAGE NUMBERS
PREPARATION OF HOST LIBRARIANS BY FACULTY	284
PREPARATION OF STUDENTS BY FACULTY	285
PREPARATION FOR STUDENTS BY HOST LIBRARIANS	289
SUGGESTIONS FOR PREPARATION	290

The four topics emerging are each discussed. The comparisons described in Section 5.3 for the analysis of results have been varied as required in order to reflect more accurately the data presented.

9.1 PREPARATION OF HOST LIBRARIANS BY FACULTY

There is a need for host librarians to be fully aware of the objectives of the practicum programme they are servicing, if the students they host are to get the full benefit of this component of their library education. Hall's findings (1986) supported this, when she stated that the host librarians surveyed in her study suggested that there should be more contact between faculty and host librarians, and more information from the faculty with respect to their expectations from their respective practicum programmes.

Hutchin (1977: 203-204) included among the conclusions of his study of British practica (see Section 2.4) the suggestion that,

> ... better use needs to be made of the time available by drawing up a realistic list of aims and objectives together with the means of assessing their realisation.

Conant (1980) also reported a prevalence of non-communication between library schools and librarians in his study in the United States.

This problem was not confined to library education. Turney (1982) found that the lack of communication between tertiary and school personnel and between students and teachers helped to promote negative attitudes towards practica programmes in teacher education in Australia.

Therefore, to be effective, the preparation of host librarians by faculty must be two-directional: firstly, by making the host librarians aware of the objectives of the programme; and secondly, by allowing them input into the programme on the basis of their participation and first-hand experience.

9.1.1 Comparison of Expectations of Stakeholders

Three faculty members and 22 host librarians made contributions to this topic. There were no student contributions. Comparisons of data between all three stakeholders cannot therefore be made.

In general, faculty members felt that they did not want to spell out in too great detail to host librarians their expectations from the practicum . However, the host librarians were disappointed with the lack of information they got from the faculty, implying that preparation was not adequate.

One faculty member thought it would be "counter-productive to spell out too much" (4.1:51E23). Another felt the library school was "at the mercy of the hosts," and that the best the school could do was to place students "wisely" (4.1:52A13, B3); it was then "up to students to make the best of the situation" (4.1:52C20) they found themselves in.

Although four host librarians (24, 25, 32 and 33) felt the preparation they received from the library school was adequate, ten felt their preparation was inadequate.

The following quotations are given as examples of what was considered adequate:

> The instructions that came this year were clearer than in the past (4.1:25B12)
> Prefer to have freedom in the way we handle the student . . . (4.1:31B12+)
> [They] used to be particular that they [the students] were not to be treated like hacks . . . We can't take them on that basis (4.1:33B1+)

Eight host librarians (21, 22, 26, 30, 34, 40, 41 and 42) made comments which reflected their view that there was inadequacy of preparation by the library school when they stated that they did not really know what was expected of them:

> . . . We haven't known what the library school requirements are (4.1:25A1)
> [We have been told] "Give the students whatever you want . . . don't disrupt [your] work patterns"(4.1:30A14)
> . . . It's not too much to ask that they observe the normal courtesies of business and write and give notice so that we can make arrangements (4.1:42C11-24)

Host librarians 21, 24, 25 and 32 assumed that since there had not been much contact from the library school, the library school's expectations were the same as theirs. However, host librarians 32 and 26a thought that the library school had unreal expectations of the professional tasks that their students could be exposed to whilst on practicum.

Lack of communication was mentioned and by implication regarded as unsatisfactory by host librarians 22, 25, 30, 34, 36, 40, 41 and 42. Host librarians 40, 40a and 41 stated that they would like a list of the library school's expectations from the practicum. In addition, host librarians 40a, 40b, 41 and 42 stated that they would also prefer help from the library school in structuring and pacing the student's work experience. This can be seen to be in contradiction to the view of faculty member 52, who believed that the library school was at the mercy of host librarians, and further exemplifies the lack of communication between these two stakeholders.

A corollary of this topic is the extent to which hosts are or are made aware of the theoretical background with which students come to them for their practical experience. The greater the hosts' awareness, the more able they should be to assist the student in making the most of what they see in the working environment. Of the 18 host librarians who contributed to this topic, 12 stated that they were not familiar with the curriculum (4.1: 22C7; 23C24; 24B11; 30A6; 32D5; 33C25; 34C17-18; 35C18; 35aB16; 40aC2; 41bI1; and 42aC11). However, host librarian 40b said that she was "very familiar" with the curriculum and revealed that she had graduated from the DLIS and had since then been invited to present guest lectures at the school.

Host librarian 41 pointed out, "I don't think it is our job to find out what the curriculum is" (4.1:41I5), further adding that it was the role of the library school to advise the host librarian of what they wanted their students to see and the preferred sequence of experiences for the student. He further considered that it was unrealistic to expect the student without guidance to make the link between theory and practice. (That students "make the link" was seen to be an important expectation by stakeholders See Section 6.9.)

9.2 PREPARATION OF STUDENTS BY FACULTY

An equally important link in the preparatory process and the subsequent success of the individual student's placement is the adequacy of the preparation students receive. There are two aspects to this:
(i) preparation for the actual practicum programme, what they can expect from it, and what they should and could achieve from their placement; and

(ii) the course work they undertake which prepares them with basic skills and knowledge for the "work" they will expect and be expected to do while on practicum.

Thus, Hutchin (1977: 204) stated:

> If the schools are to make the fullest use of the field experience it needs to be integrated into as many aspects of the curriculum as possible. This means that each school must examine every part of its curriculum and decide exactly how field work can improve students' competence.

Hall (1986) found that students would have preferred to have been better prepared for their practicum, through briefing and de-briefing sessions.

9.2.1 Comparison of Expectations of Stakeholders

Contributions to this topic were made by all stakeholders: five faculty members, seven host librarians and most students. While the faculty members generally felt that the preparation they gave students was adequate or reasonable, the students generally felt differently. The host librarians, in their comments, tended to support the student view.

Faculty members 50 and 51 thought that the preparation they gave students was adequate, while faculty members 52, 54 and 55 considered that lack of preparation was acceptable given the unknown circumstances into which students were going. In addition, faculty member 52 implied that there was no advantage in putting too many controls on the practicum since students had to make the best of the situation they found themselves in.

Faculty member 51 stated that she thought it was possible to teach students how they could learn from the practicum, and described how she did this (**4.2**:51C13-16). The fieldwork co-ordinator prepared end-on practicum students by providing them with a discussion paper and a checklist of things to look out for on practicum (**4.2**:50C6), and required sandwich practicum students to prepare pre-practicum a written list of the objectives they hoped to meet from their experience.

Host librarians 23, 25, 31, 35, 36b, 41 and 42 made comments which reflected the course content aspect of preparation previously mentioned:

> I think a few of them [students] have been a bit unhappy because they feel they have not really been taught things [at library school].
> We have had to teach them some things because their knowledge is too theoretical (4.2:35C19+)
> More upset at what graduates don't know, e.g. terminology (4.2:36bA10, B1)
> Just what can I expect somebody with a postgraduate diploma to do? . . . There do not appear to be very many things (4.2:42E8-12)

While some students thought the preparation they received in the course was either adequate or appropriate, the greater proportion of them felt otherwise. Table 9.1 displays the spread of student perception - how individual students who contributed to this topic regarded the preparation they received overall.

'Mainly Adequate' is used to reflect unreserved, non-critical statements made by the students, such as:

> . . . [Faculty have] said often, "When you are out on prac. this might happen". I think they have all said something . . . I think we've been given some kind of an idea of what to look out for (4.2:71A16+)
> There was substantial reference by [fieldwork co-ordinator] (4.2:72A15-18)

'Mixed Reaction' is used to categorise comments which reflect that although some reference was made by particular lecturers in their particular units, or in the fieldwork co-ordinator's introductory talks, students implied that these references were less than adequate preparation. For example:

> [We were given clues to look out for] possibly in subjects like Reference and Cataloguing (4.2:9B1-3)
> Yes, [fieldwork co-ordinator] gave us a talk . . . The other lecturers haven't made a lot of reference (4.2:61A21)

'Mainly Inadequate' is used to reflect unreserved critical comments, such as:

> [Preparation for the practicum] none. Yes, it does [seem surprising]. I feel that it is important. We've had no meeting with our supervisor [fieldwork co-ordinator], and it's four weeks to go (4.2:2B3-6)
> [Preparation] none whatsoever, except one or two meetings we had at the beginning of the semester [from lecturers who teach the units] . . . No, no, none at all (4.2:4A23-24)
> None . . . We met with the fieldwork co-ordinator once . . . Nobody else has said a word (4.2:8B8, B13+)
> [Reference made to the practicum by faculty] not really, not that I can remember. I do think they think of it as a separate unit; it's up to us to make the most of the practicum itself (4.2:65A9, A10)
> Really do not know what I'm letting myself in for . . . (4.2:73A1-6)

TABLE 9.1

STUDENTS' ATTITUDES TO THE PRACTICUM THEY RECEIVED FROM FACULTY

	End-on Practicum Students								Sandwich Practicum Students														
STUDENTS' ATTITUDES	2	4	6	8	9	11	12	14	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74
Mainly Adequate:																							
Pre-							√											√		√	√		
Post-				x	x												x	x			x		x
Mixed Reaction:																							
Pre-					√					√					√		√					√	
Post-	x	x	x			x	x		x	x												x	
Mainly Inadequate:																							
Pre-	√	√		√				√	√			√	√	√		√			√				
Post-								x			x	x	x	x		x			x	x			

√ = Pre-Practicum Attitude
x = Post-Practicum Attitude

Note: No data were collated from four of the students in the pre-practicum interviews and one in the post-practicum interviews.
See also Table 9.2.

Students 12, 69, 71 and 72 were the only students who viewed the preparation they received prior to the practicum as adequate, in contrast to all other contributing students who attended the same lectures.

9.2.2 Comparison of Students' Views: Pre- and Post-Practicum

Table 9.1 also illustrates how students viewed, in hindsight, the preparation they received for the practicum.

Before their practicum only four students thought their preparation had been 'Mainly Adequate', 10 students thought their preparation had been 'Mainly Inadequate', while five qualified their comments and fell into the 'Mixed Reaction' category. Four did not comment specifically.) Illustrative pre-practicum quotations from students have been cited in the previous Section.

After their practicum, however, six students found that in as far as performing the duties that were expected of them was concerned, the preparation of the course proved 'Mainly Adequate', and they were reassured of the relevance of the course.

> Obviously it [learning] happens with the course work as a background, gives you a kind of framework you can put things into. In that sense, the practicum can be incorporated in the course work (4.2:8G24-26)
> Reassuring to know that everything we had been doing in the course was relevant (4.2:68C23).
> Yes [course adequate for the sorts of things I had to do] (4.2:74F22)

Eight students found that although their training overall had seemed sufficient, there were some areas in which they had not been able to meet the expectations of their host librarian, and their comments have been categorised as 'Mixed Reaction'.

> I found I could do it all quite easily. Just little bits and pieces, like the fact there is no subject catalogue, made it a little awkward, but other than that I found myself quite capable of the tasks that were expected of me. I just feel that I wasn't given anything to do that really stretched me (4.2:2G12-16)
> Using the terminal I found difficult . . . because I hadn't much practise in the course (4.2:4J1-5)
> Some of the course is paced so slowly [if time used more efficiently, more could be taught] (4.2:12H1)
> Most valuable units were the bibliographical unit and the cataloguing unit . . . Other three subjects, I could recognise them in the work . . . but did not have to use them (4.2:60G12-17)

Eight other students made comments that fell into the 'Mainly Inadequate' category.

> A couple of units are actually wasted, a couple could be electives, a couple are missing (4.2:14G9+)
>
> Course is more than just how to shelve books . . . but I think we have to learn more than just the basics (4.2:62G5-6)
>
> He assumed knowledge I just didn't have [that I could get on computers, and onto ABN] (4.2:63D25)
>
> There was nothing in the course that helped me [do a search strategy] (4.2:70F3-4)

Table 9.2 summarises the pre- and post-practicum data taken together for both student groups and presented in Table 9.1.

TABLE 9.2

A SUMMARY OF PRE- AND POST-PRACTICUM DATA WITH RESPECT TO ADEQUACY OF PREPARATION

COMMENTS	PRE-PRACTICUM	POST-PRACTICUM
MAINLY ADEQUATE	4	6
MIXED REACTION	5	8
MAINLY INADEQUATE	10	8
NO DATA RECORDED	4	1
TOTALS	23	23

9.2.3 Comparison of Students' Views: End-on vs. Sandwich Practicum

Data presented in Tables 9.1 and 9.2 are re-presented in Table 9.3 to reflect pre- and post-practicum data for each student group. Generally both end-on and sandwich practicum students were critical of the preparation they received on the course for the practicum -- 10 of the 23 thought preparation had been 'mainly inadequate'. Post-practicum only one end-on practicum student but seven sandwich practicum students expressed mixed reactions to preparation for the practicum. Five of the six sandwich practicum students had their pre-practicum view confirmed. The difference between the data could be explained by the fact that the sandwich practicum students were only halfway through their course.

TABLE 9.3

PRE- AND POST-PRACTICUM DATA FROM STUDENTS ON END-ON PRACTICUM (N= 8) AND SANDWICH PRACTICUM (N = 15)

COMMENTS	PRACTICUM STUDENTS			
	END-ON		SANDWICH	
	Pre	Post	Pre	Post
MAINLY ADEQUATE	1	2	3	4
MIXED REACTION	1	5	4	3
MAINLY INADEQUATE	4	1	6	7
NO DATA RECORDED	2	0	2	1
TOTALS	8	8	15	15

Four end-on practicum students and five sandwich practicum students felt that there was little mention made by the faculty of the practicum other than the preparation by the fieldwork co-ordinator. The comments made by students on the adequacy or otherwise of their preparation in certain units with respect to what was expected of them by their host librarians is discussed in Sections 6.5, 6.6, 6.7 and 6.8. In this regard, both end-on and sandwich practicum students found their computer terminal and information retrieval skills lacking.

9.3 PREPARATION FOR STUDENTS BY HOST LIBRARIANS

The plans made by host librarians for the arrival of students on practicum is an important third link in the triangle of co-operation between the stakeholders. It would be reasonable to expect that if host librarians had prepared and planned for "their" student's practicum period, student learning would be greater than if the experience were to be ad hoc.

Turney (1982) stated that if successful practica were to be run for teacher education programmes, the student's placement had to be planned to match the educational goals of the particular practicum programme. Similarly, Hall (1986) found that students recommended that structured training programmes be put in place in the host library for the student on practicum. Data collected for this study indicated that host librarians had little if any knowledge of the educational programme of which the practicum component was part; and furthermore, did not see it as their responsibility to find out.

Contributions to this topic were made only by host librarians and sandwich practicum students. Therefore, 'Comparison of Students' Views: End-on vs. Sandwich Practicum' cannot be made.

9.3.1 Comparison of Expectations of Stakeholders

Eight of the 17 host librarians interviewed specifically stated that they kept the students they hosted working to a training programme, in order that they saw or worked in a wide range of the library's operations. For example,

> Person is rostered within an inch of their lives . . . It's all laid down what they will do each day (4.3:25E22)
> We have virtually created our own philosophy and rationale [as none given by the library school] (4.3:30B2-4)
> We give them a varied programme involving them in the real
> work of a number of different sections of the library (4.3:41aA20)

None of the host librarians interviewed thought that their programmes were inadequate. However, one sandwich practicum student commented that she was told by her host librarian that no programme had as yet "been made the week before I was due to arrive" (4.3:70C14).

9.3.2 Comparison of Sandwich Practicum Students' Views: Pre- and Post-Practicum

No end-on practicum students made any comments on this topic.

Sandwich practicum students 60, 62, 63 and 73 stated and described the extent to which their hosts were unprepared for their arrival. The reader is referred to Section 4.3 of Appendix V. Students 66, 70 and 74 found that no programmes had been drawn up for their attachments.

Table 9.1 can be used, with the above data, to relate the extent to which the lack of a structured training programme may bear on particular placements. Of the four students who had a programme organised for them, only student 63 reacted negatively to her experiences in her host library. However, the three students who seemingly did not have the benefit of a programme were all positive about their experiences, while student 66 expressed mixed feelings towards some aspects of her general experience. This could suggest that the emphasis placed on formal training programmes previously referred to by Hutchin (1977) and Hall (1986) was not felt as important by the students in this study.

The small number of host librarians who had programmes drawn-up for their students, and the large number who were not aware of the graduate diploma curriculum of which the practicum formed part, might have augered poorly for the success of the practica, as discussed in Section 9.1.1. Nonetheless, the greater proportion of students thought they had satisfactory placements. This result might be partly due to host librarians successfully exercising their professional judgement as to what students on practicum needed, based on their professional experience, an average of 14.5 years. (See Section 5.1.2.) It could be partly because of the generally positive attitude students had prior to going out on practicum, and their determination not to waste the opportunity and to make the most of their experience. (See 2.1.1:8K25, 63D17.)

9.4 SUGGESTIONS FOR PREPARATION

One of the aims of this study was to gather information that might be useful to the organisers of practica. The findings of the research studies described in Section 2.4 which drew conclusions relevant to this topic are discussed in parallel with the data gathered for this study.

Suggestions were made only by host librarians and by end-on and sandwich practicum students post-practicum. Neither 'Comparison of Expectations of Stakeholders' nor 'Comparison of Students' Views: Pre- and Post-Practicum' can therefore be drawn for this topic.

9.4.1 The Host Librarians' View

The major concern of host librarians was the lack of communication between the library school and themselves. This lack of communication emerged as a concern especially among the academic and special librarians. (See also Section 10.4.)

students who seemingly did not have the benefit of a programme were all positive about their experiences, while student 66 expressed mixed feelings towards some aspects of her general experience. This could suggest that the importance placed on formal training programmes previously referred to by Hutchin (1977) and Hall (1986) was not as important to the students in this study.

The small number of host librarians who had programmes drawn-up for their students, and the large number who were not aware of the graduate diploma curriculum of which the practicum formed part, might have augered poorly for the success of the practica, as discussed in Section 9.1.1. Nonetheless, the greater proportion of students thought they had satisfactory placements. This result might be partly due to host librarians successfully exercising their professional judgement as to what students on practicum needed, based on their professional experience, an average of 14.5 years. (See Section 5.1.2.) It could be partly because of the generally positive attitude students had prior to going out on practicum, and their determination not to waste the opportunity and to make the most of their experience. (See **2.1.1**:8K25, 63D17.)

9.4 SUGGESTIONS FOR PREPARATION

One of the aims of this study was to gather information that might be useful to the organisers of practica. The findings of the research studies described in Section 2.4 which drew conclusions relevant to this topic are discussed in parallel with the data gathered for this study.

Suggestions were made only by host librarians and by end-on and sandwich practicum students post-practicum. Neither 'Comparison of Expectations of Stakeholders' nor 'Comparison of Students' Views: Pre- and Post-Practicum' can therefore be drawn for this topic.

9.4.1 The Host Librarians' View

The major concern of host librarians was the lack of communication between the library school and themselves. This lack of communication emerged as a concern especially among the academic and special librarians. (See also Section 10.4.)

Among the more illustrative comments were the following:

> We haven't had a lot of contact . . . Perhaps [there should be] more contact [between] the department and us (4.4:22A18-23)
> We spoke of not being included in discussions with the library school, so it is all done from a position of trust (4.4:26D21)
> Library school should set out experiences they want [students] to be exposed to (4.4:41I10)

Other suggestions were:

> I would hope if library school got reports [from their students] that we are terrible . . . they will come out to see for themselves (4.4:26D24)
> Librarians who are "bad" should not be used (4.4:31B4)
> Might be a good idea if teaching staff go out on practicum themselves (4.4:41H33)

The suggestion made by host librarian 41 would mitigate the problem referred to by faculty member 51 (4.2:51A27-30), who spoke of the difficulty she had when trying to give students examples of Western Australian practices, since she had no working experience in Western Australia.

The comment made by host librarian 31 (4.4:31B4) seemed to be stating the obvious. However, after their practicum some students reported that they did not have the benefit of a good role model (4.1:52A13); indicating that despite the fieldwork co-ordinator's best efforts to place students "wisely", they were not always so placed.

9.4.2 Comparison of Students' Views: End-on vs. Sandwich Practicum

End-on practicum students 2, 8, 12 and 14, and sandwich practicum students 65, 70, 71, 72 and 73, had several suggestions for changes in their preparation for the practicum, based on their individual experiences.

Both groups expressed the need for an overview of library operations prior to going out on practicum; a need to know the possible libraries at which they could choose to do their placements; more preparation on the particular host library's information resources; and the need to have their confidence built up in the course through more practical work on the course. (See also Section 7.6.)

End-on practicum students 8, 12 and 14 and sandwich practicum student 73 saw the need for an overview, earlier on in the course, of what libraries did. They suggested that this occur prior to, and in addition to, the practicum. They considered that it would be useful to have been taken on visits to libraries. Host librarian 40 (4.4:40E17-18) had also suggested this, while the opposite view was put by faculty member 51 (5.4:51B16-22). The data gathered in this study, however, would seem to support the view of librarian 40 when he said that the library school should canvas the opinion of its students in some matters.

Students 14 and 73 made suggestions which were quite specific in the way improvements to preparation for the practicum could be achieved. Student 73 considered that students going out to a similar type library could be grouped and addressed by a representative from that library sector with the view to informing those students more specifically of the types of material and information sources they would be accessing. Student 14 also displayed this conscientiousness and seemed embarrassed that he did not know enough about the information resources of his host library. While this suggestion might be too time-consuming for the host librarians to take up, it does show a keeness on the part of the students who appear to take the practicum very seriously, and who wish not to burden their hosts. (See also 2.8:62H11-14.)

Students 65, 70, 71 and 73 expressed disappointment that they did not know what libraries there were from which to choose. They suggested that more information be supplied to them by the DLIS, including the libraries available and willing to be hosts, and the special features of those libraries' services and operations.

9.5 SUMMARY

In summary, while faculty thought they were doing the best they could in preparing students for their practicum, both the host librarians and students in the sample thought otherwise. There was a substantial number of host librarians who wanted to be more informed by the library school on its specific expectations from the practicum. However, the faculty members thought that to do this might be counter-productive, because they perceived that the host librarians would find a detailed practicum programme too prescriptive and thus burdensome. Lack of communication between these two stakeholders seems to be a problem in the DLIS practicum programme, thus supporting findings reported in the studies conducted by Hutchin (1977), Conant (1980) and Hall (1986), as well as by Turney (1982) in teacher education.

From the students' perspective, too, a lack of communication was implied in their suggestions that more information should be available to them about participating host libraries before they were asked to choose their host library. Their suggestions that they be given more opportunites within the course for hands-on experience and for their confidence to be boosted, confirms the need for students to undertake a practicum programme and its value to the student.

The preparation that host librarians made for students they were to receive on practicum did not seem to be as vital as the literature suggested. There seemed to be little relationship between the existence of a structured training programme at the host library and the quality of the overall experiential outcome by the students in this study.

> While other aspects of organisation of practicum programmes will be discussed in the next chapter, the data which emerged about the preparatory aspects seem to suggest that there is need for changes to be made by the library school to further enhance and optimise the possibilities of student learning while on practicum.

CHAPTER 10

ANALYSIS OF RESULTS WITH RESPECT TO ORGANISATION OF THE PRACTICUM

There are several factors which may influence the learning process of students on practicum. These include the objectives of the practicum component within the total professional library education curriculum, the method used to place students in host libraries, the method used for the choice of hosts, the briefing sessions with students and host librarians, the timing of the practicum within the curriculum, the duration of the practicum period, the programming of the actual time spent in the host library, the monitoring of the programme, the assessment or evaluation of the student's experience, and the de-briefing session with students and host librarians.

The fifth research question concentrated particularly on timing and duration as issues within the context of organisation.

> To what extent does the organisation of the practicum programme -- in particular, timing and duration -- affect the effectiveness of the students' learning experiences?

The data collected and collated under topics in Section 5 of Appendix V relate to the contributions made by respondents about the timing and duration of the practicum, the content of which is as follows:

TOPICS	PAGE NUMBERS
TIMING: END-ON vs. SANDWICH PRACTICUM	291
GENERAL COMMENTS AND SUGGESTIONS ON TIMING	293
DURATION: ADEQUACY OF FOUR WEEKS	294
GENERAL COMMENTS ON THE ORGANISATION OF THE PRACTICUM	296

It should be noted that as most contributions by students to these topics were made in the post-practicum interviews, the students' data appear in Section 5 of Appendix V headlined only with 'END-ON' or 'SANDWICH', rather than the previously used sub-heads, 'EXPECTATIONS' and 'OUTCOMES'. Consequently, 'Comparisons of Students' Views: Pre- and Post-Practicum' are not made for any of the four topics. In addition, because of the context in which these topics should be read, the first comparison made is of stakeholders' views rather than of their expectations per se: the respective sections have thus been re-titled 'Comparison of Stakeholders' Views'.

10.1 TIMING: END-ON vs. SANDWICH PRACTICUM

As confirmed in the literature reviewed in Chapter 2, pros and cons exist for whatever timing is chosen for the practicum within a curriculum. This was also indicated by the students surveyed in Hall's (1986) study. Therefore the organisers of practica can seek only to time practica programmes so that the most advantages can be gained for their students. In 1986 the timing of the practicum in the graduate diploma course was changed from the end of the two-semester course to the break between the two semesters. This provided an opportunity to gather first hand the views of the stakeholders with respect to the pros and cons of both these modes.

10.1.1 Comparison of Stakeholders' Views

All stakeholders contributed to this topic.

Although the faculty members were almost unanimously opposed to the timing of the end-on practicum, the host librarians were more divided in their views. Some felt it suited them because the end-on practicum fell during their less busy time; others, especially those in academic libraries, felt that because it fell at this less busy time students did not get a realistic view of the activity in that type of library. A few thought the timing made little difference. Students generally felt that the end-on mode was not as helpful as the sandwich mode, as it came too late for them to relate things they had learnt on practicum to the course.

No faculty members supported the end-on mode, but host librarians 21, 22, 32, 34 and 41b were, each for different reasons, in favour of it:

> Better to have the background behind them (5.1:21B25)
> End-on timing is good . . . We tend to be quieter before Christmas (5.1:22C4)
> I [would] rather see it at the end of semester when they have studied all that they are supposed to study. It is virtually useless to us their coming to us half-baked (5.1:41bF26-28)

Students 2, 14 and 70 saw the advantages to themselves of the end-on mode over the sandwich mode, preferring a vacation after the first semester:

> . . . I feel after the four weeks [of the end-on practicum] we are tired; it would probably kill us to come back again [to WAIT if we went out on the sandwich practicum] (5.1:2H18)
> Would prefer a break rather than sandwich [practicum], but then I am not pushing to get a job (5.1:70B19)

On the other hand there were many comments made against the timing of the end-on practicum. Some of the reasons given by faculty members 51, 52, 53,54 and 55 were:

> Cannot rely on it [the end-on practicum to supplement the course] (5.1:52B22)
> End-on a waste of time on the part of the profession (5.1:53B16)
> . . . It's 12 months [on the course] before they can check on their choice of career [when they go out on the end-on practicum] (5.1:54G8)

Host librarians 26a, 31, 32, 35, 35a, 41 and 41c had similar objections:

> It's much too late. They know it is at the end of the course and this is just a tailing off (5.1:26aA4)
> They are all so exhausted by the time they get here they hardly put their whole effort into it (5.1:35B39)
> End-on [practicum is a] quiet time [for us] . . . Student might think life in an academic library is fairly serene (5.1:41D5-9)

Students 2 and 8 also thought it was not "at all helpful at the end" (5.1:2B1-5), and "for me I would definitely look to having it earlier on" (5.1:8H11+).

Generally those respondents who supported the end-on mode were, by inference, against the sandwich mode, and vice versa. However, there were many who spoke to both modes, seeing the advantages of both systems.

Those in favour of the sandwich practicum saw it as benefitting students in their course, since students could pool their experiences while they themselves related what they learnt on practicum to their course work. It also gave them a chance to correct any misconceptions they might have had of either the theory or the practice. A note of caution was voiced by host librarian 41, however, who said "to pull off a sandwich [practicum], the course would have to be re-designed" (5.1:41H31), in order to reduce the "half-bakedness" of the student to a minimum so that their learning would not be diminished through a lack of theoretical background.

Faculty members 51, 52, 53 and 54 gave their reasons for their support of the sandwich mode as :

> They can transfer knowledge from one area to the other [if they do a sandwich practicum] (5.1:52C14)
> It won't be one experience . . . but 45 [when they return after doing a sandwich practicum] (5.1:52E20-21)
> [Prefer the sandwich] when everyone will benefit (5.1:54F6)

Host librarians 24, 26, 26a, 35, 36a, 40a, 40b, 41, 41a and 41c preferred the sandwich practicum mode, saying :

> Learning would be more meaningful . . . a reinforcement of their learning . . . sharing their experiences . . . [They can] go back and talk if they wish, complain if they wish, and have it looked at by the staff [if they did their practicum mid-course] (5.1:26aC12-17)
> From their [school's] point of view it might be better for them [students] to come with the benefit of the full course. I don't know. But from the point of view of the librarian, it is better if they came in the middle (5.1:35B42-43)

Students 2, 12, 14, 67 and 71 supported the sandwich mode. A sampling of their reasons follows:

> I think learning the theory alongside the practical would make it a lot easier . . . (5.1:14C9)
> . . . It [going out on the sandwich practicum] will help me decide on the elective for second semester (5.1:67B4)
> It [going out on the sandwich practicum] will help in second semester, for example with the terminology, etc. (5.1:71B13)

Those who perceived that having the benefit of only one semester's work might be a disadvantage of the sandwich practicum were faculty member 52, host librarians 41, 41b and 42a, and student 68.

> Sandwich students [would] only have one semester's work behind them (5.1:52C6)
> I would treat them more as professionals [if they came at the end]. On sandwich [practicum] I would treat them more as students (5.1:41bH7)
> Depends what they were taught in first semester . . . I would have to express my hesitation (5.1:42aB5-10)
> It's a bit difficult [going out on practicum] earlier; one might not have known enough (5.1:68B15-16)

In summary those for the sandwich practicum (and against the end-on mode) saw it as assisting learning and providing a means to check on career choice at a time which would most benefit the student. Among other reasons given against the end-on mode were that the period came too late in the course for information gained to be applied to the course work; the learning experiences could not be shared; there was little activity for students to do and see at the end of the year, as things were winding down in the host libraries; students were perceived as viewing the practicum as compulsory but non-essential; and students could be too tired at the end of the year to apply themselves effectively.

Those against the sandwich mode (and for the end-on mode) saw its disadvantages as the lack of the full course resulting in having "half-baked" students present themselves for practicum; and exhausted students returning to their course-work after their practicum having been deprived of their normal vacation period.

10.1.2 Comparison of Students' Views: End-on vs. Sandwich Practicum

There was no marked difference between the views from the two groups of students. They were all generally in favour of the sandwich mode for the practicum.

Three end-on practicum and three sandwich practicum students would have preferred to have gone out on the sandwich mode, as they saw the advantage of learning the theory alongside the practical as making both easier. Nevertheless, caution was expressed by both end-on and sandwich practicum students 12 and 68. They saw that having only one semester's background could possibly pose problems: "It's a bit difficult [going out on practicum] earlier; one might not have known enough" (5.1:68B15-16). Those in favour of the sandwich mode saw it as allowing students to collectively apply their experiences gained on practicum to their subsequent course work.

10.2 GENERAL COMMENTS AND SUGGESTIONS ON TIMING

There are three modes of practicum that are most common in library education programmes: end-on, sandwich and rolling. Whereas students sampled were from the end-on or sandwich practicum modes, stakeholders made suggestions on variations to these modes for improving the timing of the practicum, in the belief that it would increase the benefit to the student.

10.2.1 Comparison of Stakeholders' Views

Suggestions made by stakeholders included a sandwich plus end-on mode, a sandwich plus rolling mode, a rolling instead of the sandwich or end-on mode, and an extended sandwich mode spread over different types of library. The two-week sandwich plus two-week end-on mode was the most often suggested -- by eight respondents. The next most frequently suggested was the sandwich plus rolling mode --, by five respondents.

The suggestion for the sandwich plus end-on mode was made by host librarians 35 and 40, and students 2, 9, 63, 67, 71 and 74. These respondents saw the advantages of this suggested mode as allowing students to go out for two periods of practica -- one in the middle of the course and a second period at the end -- thereby optimising the benefits of both modes. They saw advantage in students having the opportunity of either seeing two different types of library, or of returning to the same type or even the same library for the second period.

Host librarian 40 and student 71 further suggested that the practicum period be extended to six weeks and that four of these weeks be spent in a sandwich mode and two in an end-on mode. The other students felt if the practicum were limited to four weeks, a two plus two mode would be adequate, further adding that two weeks would be sufficient to enable students to "get a broad feeling" (5.2:2I4).

A sandwich plus rolling mode was suggested by faculty member 52 and host librarian 26a, and students 9, 69 and 72. A sandwich period of practicum would give students a chance to undergo the practicum for an intensive period, and the rolling period would then give them a chance to consolidate at the same host library later in the year. If for any reason the first attachment proved unsatisfactory, they could be placed with different hosts later.

Students 12, 69, 71 and 73 made comparisons with and suggestions for changes to the timing of their practicum in the light of what they considered to be successfully arranged practica in teacher education and geology. They stated that several short en-bloc periods of between one to three weeks were spread throughout these courses. It should be noted, however, that the geology course referred to is of three-years' duration. There could also be some question as to whether the aims of the one-year teacher education programme are directly comparable to that of the one-year DLIS programme used in this study. The comments made were taken on face value, to indicate the respondents' view that there was need for improvement in their practicum programme.

The rolling practicum was the mode preferred by host librarians 22 and 36, both of whom had experience of it through hosting other students.

While students 4, 66 and 73 preferred the sandwich mode, they had suggestions to make about the length of it, and the organisation of the attachment. They suggested an extended period of up to six weeks, but with the opportunity to spread the time over at least two types of library. In addition students 61, 63, 67 and 69 suggested that the scheduled week's break after the practicum be brought forward so that it preceded the sandwich practicum. Students 61 and 69 also suggested that this break be lengthened to accommodate a better rest period after their examinations, to coincide with the announcement and collection of examination results. Any possible appeals could then be attended to before students went out on attachment (5.2:61G30).

10.2.2 Comparison of Students' Views: End-on vs. Sandwich Practicum

The sandwich practicum students were generally satisfied with this mode although they suggested a few changes. The end-on practicum students who were in favour of the sandwich mode, however, also saw the benefit of having either a rolling or an end-on practicum included in addition to the sandwich practicum.

10.3 DURATION: ADEQUACY OF FOUR WEEKS

The adequacy of the practicum period must be related to the total length of course, the experience with which students generally come into the course, and the timing and duration of the practicum period. Hall (1986) reported that students would have preferred a longer period of practicum, even though the students who were from different library education programmes all had a variety of practicum periods: from between one and four weeks. As duration is very much related to the other factors mentioned above, it could not be assumed that the stakeholders in this study would hold with the British view.

10.3.1 Comparison of Stakeholders' Views

All stakeholders expressed views which could be collated under this topic when data were analysed.

While some stakeholders considered the four week period adequate, some did not. Some qualified their statements, acknowledging that they were aware of what could and could not be achieved in the time available.

No faculty members made any comments that could be placed under this aspect of this topic. Host librarians 24, 36, 32, 35a and 41 saw the four weeks as adequate to give students "enough of an idea". Students 6, 8, 11, 12, 61, 64, 65, 66, 70, 73 and 74 all agreed that the four weeks was adequate, with comments such as:

> At a beginning professional level [as we are at], four weeks is probably enough (5.3:8G19)
> [Four weeks] good time; can look to the end and know it's going to finish (5.3:63H11)
> . . . From a learning point of view it was good . . . If you did two weeks, might not get much value out of it (5.3:74E27-29)

The view that the period of the the practicum was inadequate came from all stakeholders. Faculty member 51 thought the four weeks was a short time: ". . . To think you can send students out for four weeks, and that they are going to come back knowing everything . . . is ludicrous" (5.3:51G18-21). Host librarians 22, 25 and 31 considered the period was too short, and "not enough for them to learn enough, for them to be useful from our point" (5.3:25D29). Students 9, 14, 60, 62, 64, 67, 68 and 71 would have liked to have stayed where they were a little longer.

> Four weeks if you hated where you were would be too long . . . For me I would have liked to have stayed longer (5.3:60J20-22)
> Four weeks isn't half enough; possibly eight weeks (5.3:62H7)
> You accept that you are not going to do [everything] perfectly in the four weeks (5.3:67F15-18)

The data draw attention to two pertinent issues: first, the attitude of the stakeholder in as far as their expectations are realistic in relation to the period of time available; and second, from the student's point of view, the quality of the actual work experience with respect to the level and variety of work that is available in the host library. The latter is illustrated by the comments made by students 2, 4 and 60 as cited above and from student 71 who said, "would have liked to have stayed there a bit longer, another couple of weeks" (5.3:71G17).

10.3.2 Comparison of Students' Views: End-on vs. Sandwich Practicum

There were no marked differences of opinion in the views expressed by the end-on practicum and sandwich practicum students.

Both groups commented on the adequacy and inadequacy of the four week period in the modes of practica that they undertook. This would suggest that duration can be regarded separately from timing. What seems to be more important to the learning outcome of students is the organisation of the individual's experience in the host library.

10.4 GENERAL COMMENTS ON THE ORGANISATION OF THE PRACTICUM

While commenting on the duration of the practicum, stakeholders also made suggestions for improvements to the general organisation of the practicum by the DLIS. While some of these suggestions are not specifically related to the research questions set for this study they are included here as they might be useful to organisers of practica. The suggestions are similar to some of those made in research studies previously described, which add to their relevance. The data collected for this study also suggest that the organisation of practica are fraught with pitfalls similar to those reported in those studies.

10.4.1 Comparison of Stakeholders' Views

In this topic the suggestions made by host librarians and students were from their own perspectives and tended to have little overlap.

Host librarians 26, 26a and 31 specifically mentioned that they were not given an opportunity to contribute personally or directly to the planning and organisation of the practicum programme, and implied that they should have been.

> [Opportunity to give input to the planners of the practicum] no, not much. I suppose we have when we complete the assessment sheets.But nobody has asked us personally (5.4:26aA11-13)
> No feedback . . . De-briefing session not private . . . Fieldwork co-ordinator should visit (5.4:31B17-23)

Host librarians 40 and 42 were lengthy in their comments on what they saw as the lack of organisation and inadequate communication on the part of the library school with respect to arrangements for the placement of students in their library systems, without "the normal courtesies of business" being observed" (4.1:42C11-24)

> . . . The trouble is, it is done on such an ad hoc basis. Some lecturer rings some librarian who does not know what they are talking about . . . But if they came to me, someone of status from the school, and made a case as part of a programme, they would be most welcome (5.4:40E1+)
> . . . I think the proponents . . . do think they [the students] can practise high level librarianship [while on practicum] . . . "Go there and study how [X] library is administered" (5.4:42A21-24)
> [Ad hoc communication] shows a lack of understanding [on the part of the school] . . . of how a large library works (5.4:42C12-30)

Host librarian 41 thought that he and the other librarians from academic institutions should follow the practice adopted by the Western Australian Ministry of Education of only receiving teaching practice students from tertiary institutions into schools at times the Ministry stipulates. This would then solve the problem highlighted by student 8, who wished she could have had more opportunity for contact with the library's users. This was not possible because her practicum coincided with that academic institution's vacation period (1.4:8D7, H8, K11).

Host librarian 26a and student 64 suggested that placements of students be considered and organised on an individual student basis. Host librarian 26a was very concerned that students were not being placed in libraries for the correct reason, which she saw as where they wanted to find a career, rather than as had been the case, the host library's proximity to a student's home.

> Had a postgraduate student, she was a joy, she was enthusiastic. . . she was where she wanted to be. We both got a terrific lot out of it. They have to be interested, they have to be where they want to be (5.4:26aB16-24)
> Much better [outcomes for the student] if [the practicum is] planned on an individual basis (5.4:64F3)

Host librarian 41 expressed concern that the library school was not using the opportunity of the practicum to find out or feed into their course design the requirements of employers with respect to what was required of new professionals.

> [The library school] should be feeding into the course design information gathered by [their] fieldwork co-ordinator from visits . . . [They should use the] opportunity to check out the host libraries (5.4:41F10+)

Students commented on the lack of professional work in their host library at the time they were on practicum. Student 2 was disappointed that there was a dearth of professional tasks (in December) which she could do in her host library, because "the main problem was they were not really that busy when I got there" (5.1:2A8). This ties in with the concern already discussed that the timing of the practicum is important if a student is to get a realistic idea of the work normally undertaken in the host library.

Sandwich student 69 said she had a "bad placement". She also reported that because of the lack of professional tasks she had to ask for a wider experience "and then got wider tasks" (5.4:69E20, I23). She appeared to have been placed in a library where the library was managed by the library technician, and the student in turn was only allowed to do certain tasks (5.4:69G19), as the technician determined: "She [the technician] gave me to do things that she wanted me to do, rather than the things that would benefit me" (5.4:69G24-25). This comment is serious in its implications, as it is the assumption that students on practicum will be supervised by librarians. (See also Section 7.5.)

Students 64 and 69 each found themselves in situations where management problems resulted in their both having unsuccessful placements. Student 64 arrived to find that the person to whom she was to be attached was about to go on long service leave (5.4:64B10). This illustrates an example of ineffective communication between the library school and the host librarian.

On the question of lack of communication, student 69 reflected:

> I think there was too much awareness and expectations before we went out on prac. that we would be doing all these wonderful things. . . A lot of people came down with a thud. . . The librarians thought they could give us anything they liked within a list of tasks. I agree, there is a discrepancy between my expectations and what I got (5.4:69L7+)

In preparation for their practicum, sandwich practicum students were expected by the fieldwork co-ordinator to write out a list of their expectations or objectives from their experience. It would appear that this process led students to believe that their expectations would be met, even though host librarians were not informed of them and, therefore, had only a hit-and-miss chance of fulfilling them.

Generally, students were against having more than one student at a time placed in a host library, as they felt it detracted from their socialisation into the work environment. Students 12, 60, 72 and 74 commented on the disadvantages, while student 72 thought there was some benefit in being placed in groups, which enabled each student to "re-inforce and give each other support" (5.4:72J22). Student 60, however, preferred "to be by myself [on practicum]; it forced me to mix [with the staff in the host library (5.4:60K18).

There was strong support from all stakeholders for students to be given the opportunity to be placed in more than one type of library.

Faculty member 50 said students going out on practicum who had previous library experience were placed in "different types so that they can widen their experience" (5.4:50D11-12). Host librarians 31, 32 and 42a either had the benefit of exposure to more than one library on practica in their own library training, or could see that it would ensure "they don't get a narrowish view" (5.4:42aA13). Students 2, 4, 8, 9, 61, 63, 66 and 67 considered the advantages of placement in more than one library, while, student 68, who had the benefit of two exposures, drew attention to a disadvantage:

> . . . Would be interested to see how libraries other than academic libraries work (5.4:4B8-9)
> Did see three separate types [in one system and was able to compare] (5.4:61C5-15)
> Exposure to two types [of libraries on practicum] would be good (5.4:66J17)
> [Was placed at two libraries] . . . Trying to assimilate . . . information on two sites probably slowed me down (5.4:68C10-11)

While host librarians and students saw the advantages of having students tour various types of libraries before they actually went out on practicum, faculty member 51 stated: "Too many problems about organising visits . . . The visit is a very, very unreal sort of thing . . . You don't have any idea of what really happens when a reader comes in . . . " (5.4:51B16-22). Nevertheless, host librarian 40 (5.4:40E1+) and students 2, 8 and 12 did not envisage these tours as incorporating hands-on experience nor as superseding the practicum, but rather as complementing it.

10.4.2 Comparison of Students' Views: End-on vs. Sandwich Practicum

Students from both groups expressed the desire to have the opportunity to be exposed to different types of library on practicum. It might have been perhaps a reflection on the timing of the end-on practicum that end-on practicum students were more concerned about having tours of libraries earlier on in the course than were the sandwich practicum students.

Comments were made on the the lack of professional tasks available by both groups of students, for example by students 2 and 65. The timing of the sandwich practicum coincided with the mid-semester break at WAIT in 1986, which in turn coincided with mid-semester breaks in other tertiary institutions. Therefore, shifting the practicum from the summer vacation to the mid-semester break had little impact on this aspect of the student's experience for those placed in academic libraries. This factor adds weight to the suggestion made by host librarian 41 with respect to academic librarians stipulating the best time for students to be placed in their type of library. (See 5.4:41H28+.) It further confirms that there is not one optimum and convenient time for all host libraries.

10.5 SUMMARY

Stakeholders made many comments on the timing and duration of the practicum. On the question of timing, generally, the sandwich practicum was viewed more favourably by stakeholders. Suggestions to improve the sandwich practicum were nevertheless made; these included extending the period and adjusting the timing slightly to allow for a better break for students after the examination period.

On the issue of duration, it was generally regarded that the four weeks was adequate provided realistic expectations were held of what could be achieved in only four weeks. There were some students who were in favour of extending the period for up to six weeks, and furthermore, saw this as an opportunity for being given the benefit of two practica in two types of library. There was strong support for this from host librarians as well.

Suggestions arising from data collected and pertaining to aspects of timing or duration have been outlined in detail in the preceding paragraphs; suggestions for better communication predominated and concern was expressed for greater care to be taken in the placing of students in their host libraries in order to lessen the likelihood of the "bad" placement.

CHAPTER 11

SUMMARY AND RECOMMENDATIONS

> *Experience is never limited, and it is never complete; it is an immense sensibility, a kind of huge spider-web of the finest silken threads suspended in the chamber of consciousness, and catching every air-borne particle in its tissue.*
> (Henry James 1979. Partial Portraits. The Art of Fiction.)

The data discussed in Chapters 6 to 10 and presented in Appendix V related directly to the research questions adopted for this study. The extent of the data made it necessary for conclusions emanating from the various topics to be presented in parallel with the analysis of the results. Generally students were found to have learnt about a wide range of activities undertaken in libraries, including many to which they said they had not been exposed on their course.

One of the objectives of a practicum is to contribute to the learning experienced by each student. What students said they learnt on practicum, and how this compared with their expectations pre-practicum, have been discussed in detail in the preceding chapters. In this chapter only the more important of these conclusions are repeated.

11.1 LIMITATIONS OF THE STUDY

The following comments stated without further justification are made in order that the conclusions drawn from the study may be read in context.

11.1.1 Size of Samples

Sixty-nine respondents were interviewed individually in 88 separate interviews. Nevertheless, it was unfortunate that the post-practicum interviews with half of the original sample of end-on practicum students were not possible. The data collected do raise issues that would not have surfaced had the more traditional quantitative methodology been applied.

Faculty members and host librarians were interviewed only once, for the reasons given in Sections 4.1 and 4.2. As the sandwich practicum had not been run before 1986, it was thought premature to try to gather the views of the host librarians on this mode. Rather, their attitudes to the practicum generally were sought. The views of the faculty on the change of timing of the practicum from the end-on to the sandwich mode were explicitly expressed in the interviews conducted with them in September, 1985; and as seen in the data, they had already developed their ideas on these modes. It seemed it would serve no purpose to interview them again six months later. Since, however, the study was focussing on student learning in the two modes, both student groups were interviewed pre- and post-practicum.

11.1.2 Data Collection

Data were collected by tape recording personal interviews. Some parts of a few of the tapes were found to be unreadable. It was not possible to interview respondents again to fill in these gaps, or the gaps in information found at the data analysis stage to exist in some interview transcripts . Some respondents interviewed later in the schedule raised fresh issues; it was not possible to gather previous respondents' thoughts on these. Since this was anticipated before data were collected, a conscious decision was made not to solicit the views of respondents on comments made by others.

The interview questions produced free-ranging answers, a number of respondents demonstrating through their responses the multi-faceted nature of the practicum programme. In many cases respondents could see and relate to two or more sides of an issue. In the traditional method of data collection, the opportunity to state a range of feelings would not generally be given. As a number of such responses were gathered in this study, a method had to be devised for coping with them in the data analysis. Thus, when stakeholders were asked questions that elicited attitudinal responses, the freedom with which they responded, often with examples and qualifications, led in the analysis of results to their contributions falling under the most specific topic. This would not normally have occurred, had a quantitative approach been chosen.

As a specific example: when faculty were interviewed before students went out on the end-on practicum in 1985; the decision to introduce the sandwich practicum in 1986 had already been made. Almost all the faculty's remarks concerning their attitudes to the end-on practicum were made in the context of the disadvantages of the timing of the end-on practicum in relation to that of the sandwich practicum. Thus, in keeping with the method of data analysis adopted for this study, their responses were analysed under that topic, rather than under the more general "Attitudes" topic.

While the data collected are generally rich in description, in some instances responses to questions asked were lacking in detail and precision of thought. In some instances, when follow-up questions were asked of respondents, imprecise or inarticulate responses were accepted so as not to press and unduly influence the statements being made. In other instances, respondents indicated by body language that they did not want to expand their comments further. Had the researcher been more experienced in interviewing, some of these problems might have been circumvented. Another factor that might have influenced the quality of data collected was that respondents were not given copies of interview schedules prior to their interviews, so that they might not consult together in preparing their responses. This lack of preparation may have influenced the precision of expression.

11.2 SUMMARY

While there was congruence between the stakeholders' expectations of the learning outcomes of students, there was a lack of congruence between the expectations held by students pre-practicum, and their learning outcomes, as reported post-practicum. However, there was no marked difference between the outcomes of the end-on practicum and sandwich practicum students. This implies that the timing of the practicum might be less important to learning outcomes than the individual's experiences in their host library.

> In the following Sections conclusions are presented under the three sets of comparisons for the first three research questions relating to student learning in the cognitive, affective and psychomotor domains, followed by a summary of the views of stakeholders with respect to those organisational aspects of the practicum investigated in this study.

11.2.1 Comparison of Expectations of Stakeholders

Taken over the first three groups of research questions there was a congruence between the expectations held by stakeholders.

In the cognitive domain there was a high degree of congruence in the expectations that stakeholders held for student learning. There were shared expectations that students would have the opportunity to understand how a library functioned; how the role of the librarian meshed-in with the roles of other categories of library staff; the role of the librarian as it was practised in the specific type of library to which they were attached; the relationship of activities in the technical services area and how the practice in the host library compared with the theory they had learnt. All stakeholders acknowledged that prior or concurrent work experience would be an advantage to students during their course.

While not all stakeholders stated that they expected students to undertake reference work while on practicum, a number saw the importance of students being given the opportunity to have contact with the users of their host library. These two topics taken together indicate congruence of expectations for student learning in the user services area.

Faculty opinions were mixed on whether they believed students should observe the practice of management while on practicum; host librarians and students expressed no expectations. While not all stakeholders contributed to the topic that learning would occur more rapidly for students while they were on practicum, those who did were unanimous in that view. Faculty members and students indicated that they realised that students were only at the beginning of their career with many years of on-going learning ahead of them.

In the affective domain, the greater proportion of host librarians (19 out of 25) and students (16 out of 23) were mainly positive in their attitudes towards the practicum; however, six host librarians and seven students had mixed feelings.

It emerged that the main reasons for host librarian participation in the practicum programme were that the practicum was seen as being in the interests of the profession; that it went some way towards replacing the apprenticeship; that there were benefits to the library: a major one being that of student labour, although some host librarians saw students only as a cost; that students on practicum provided the library's staff with an opportunity for staff development in the areas of staff training and evaluation; and that the practicum provided host libraries with an opportunity to project their library as an attractive place in which to seek employment.

All stakeholders saw the practicum as providing professional stimulation and a professional role model to an extent that the library school could not provide. While it had been anticipated that all stakeholders would expect that students would come to appreciate the importance of interpersonal relationships and communication while on practicum, only the sandwich practicum students generally expressed this expectation. Students, generally felt that their course had not prepared them adequately for the practicum and their role in the professional work force; there was some support for this student view by host librarians. (However, after their practicum students revised their opinion).

There were two opposing points of view from both host librarians and students on whether the practicum provided students with an opportunity to gain work experience: first, that the practicum could provide real work experience; and the second, that it could provide only a bare simulation of what work was in fact like. All stakeholders except the end-on practicum students saw that the practicum could provide students with an opportunity to check on their career choice.

Expectations for students to gain experience in the psychomotor domain were couched in general terms by stakeholders such as seeing how a library functioned or being involved in behind-the-scenes activities. The fieldwork co-ordinator stated that students on practicum could expect both to operate at a junior professional level and to do clerical work. As there are so many types of psychomotor activities that take place in a library which the professional librarian must be aware of or be able to perform, expectations were not expressed in terms of specific activities.

11.2.2 Comparison of Students' Views: Pre- and Post-Practicum

In this section, students' expectations before their practicum are compared with what they stated their learning outcomes to have been, after their practicum. It is not the aim to match the expectations of particular students with their particular learning outcomes, but rather to give an overview of how the expectations of the students compare with their learning outcomes.

The data seem to suggest that there is a general lack of congruence between the expectations of the students and their learning outcomes.

There were a few areas of congruence between expectations and outcomes. In the cognitive domain over half of the students hoped that they would see how a library functioned and nearly half made comments which indicated that they did so. Students specifically mentioned that they would like to see how the various categories of staff in a library's organisational structure worked and related to one another, and many achieved this understanding. In addition, a few students expected to see the role of the librarian in the specific type of library to which they were attached, and nearly as many said they had this expectation met. Students realised, pre-practicum, that it would take them many years to become proficient and effective in the practice of their profession; post-practicum they had this view further confirmed.

In the affective domain, nearly half the students were anxious pre-practicum to gain insights into the reality of the work place, and the same number stated they had such an outcome.

In the psychomotor domain, expectations held by students were stated in general terms. Post-practicum students described what they had been given the opportunity to do, indicating that as a group they were able to meet their expectations in quite a wide range of activities.

There were also several areas where there was a lack of congruence between expectations and outcomes, either because learning outcomes did not match the expectations held by students pre-practicum, or because there were learning outcomes which were not expressed as expectations pre-practicum.

In the cognitive domain a key expectation of practicum programmes conducted elsewhere as reported in the literature is that students understand how the theory taught in the library school compares with the practice of the work place. The students in this study had similar expectations; however, post-practicum many reported that they were in situations which did not give them the opportunity to gain this benefit.

In the affective domain, while most students were positively geared towards the experience pre-practicum, post-practicum many had experiences which indicated that they had mixed and even negative learning outcomes: 17 indicated mainly positive experiences, one mixed, and five mainly negative experiences.

An area that was obvious in its lack of congruence was that in which some students considered that the practicum would increase their chances of employment. Post-practicum, they commented that they had revised their expectation as they had come to realise the downturn in the market's ability to employ.

The potential of the practicum to provide students with the opportunity to check on their choice of career was an area that seemed to have been underestimated by students pre-practicum. Only four students commented on this topic pre-practicum. Post-practicum, however, all 23 students confirmed that they had the opportunity to confirm one way or the other their choice of career, because of the experience of the practicum.

While, pre-practicum, only one student specifically stated that she hoped to have contact with the users of her host library, 10 students said post-practicum that they were given the opportunity to do so. Similarly, while most students did not specify pre-practicum that they hoped they would gain experience in the technical services or management areas, post-practicum most students described activities that they had undertaken, or situations to which they had been exposed, which showed that they had been given the opportunity to gain experience in these areas.

Pre-practicum only two students anticipated that learning on practicum would be easier than learning in the classroom; post-practicum, 21 students found this to be so. A greater proportion of students post-practicum realised the potential of the practicum to professionally stimulate and provide them with a role model and the importance of communication and interpersonal skills, than they voiced as an expectation pre-practicum.

11.2.3 Comparison of Students' Views: End-on vs. Sandwich Practicum

An aim of the study was to compare the learning outcomes of students on the end-on practicum against the learning outcomes of those on the sandwich practicum with the view to relating the timing of the practica with learning outcomes. However, there appears to be little difference between the learning outcomes by the two student groups that can be attributed directly to the timing of the practicum.

There was similarity of learning outcome in the cognitive domain expressed by the two cohorts of students with respect to how a library functions; the librarian's role in a specific type of library; comparing theory and practice; the ease with which learning took place; and the need for on-going learning to take place after the practicum and on completion of the course.

In the affective domain, similarity of experience occurred with respect to the range of attitudes expressed; the degree to which they were professionally stimulated and provided with role models; and the importance of interpersonal communications and relations in the work place. Most students in both groups indicated that the practicum had caused them to experience a boost in confidence, which was low pre-practicum. There was no substantial difference in learning outcome with respect to the reality of the work experience: the differences could not be attributed to the timing of the practicum but rather to the range of duties to which students were exposed. Both cohorts of students were able to use the opportunity of the practicum to check on their career choice, even though some students reported that they had second thoughts about their choice. Both groups were able to reassess their perceptions with respect to the practicum increasing their employment potential.

There was a lack of congruence in the following topics in the pre- and post-practicum data from the two groups of students.

In the cognitive domain, only the sandwich students commented that they had the opportunity to see the role of the librarian and their staff. While seven out of eight end-on practicum students were given the opportunity to have contact with the clientele of the host library, only four of the 15 sandwich practicum students reported that they did. Similarly, all end-on practicum students were exposed to the area of reference work and user services compared to only nine of the 15 sandwich practicum students. A similar pattern emerged in technical services. In the area of management, however, the sandwich practicum students appeared to have been favoured in the exposure they got. The end-on students seemed less concerned with their lack of work experience prior and concurrent to the course than the sandwich practicum students, all of whom had some work experience.

In those activities in which students were involved in the psychomotor domain, there was some difference in the activities given to the two groups of students.

11.2.4 Summary of Stakeholders' Views on Preparation and Organisation

There was a divergence of opinion between the faculty and host librarians with respect to preparation of host librarians by the faculty.

The faculty thought that host librarians would not welcome too many requirements from the library school as the programme might then seem to be too demanding and time consuming. However, the greater proportion of host librarians thought that the preparation they received was inadequate, and many indicated that they would not only welcome more details from the library school of their expectations, but would also appreciate assistance in the structuring of the work experience in their library.

All stakeholders commented on the preparation of students by the faculty with respect to the course and the practicum itself. While the faculty members considered that the preparation they gave their students was adequate and reasonable, students felt that it was not specific enough to the host library to which they were going, or to what was likely to be expected of them by their host librarians. Host librarians tended to agree with the students.

With respect to the preparation by host librarians for the students, a number of host librarians indicated that they had internal training programmes for the student. However, the greater proportion of host librarians were not familiar to any extent with the curriculum they were complementing. Communication emerged as a significant issue to host librarians and students. The comments from both these stakeholders suggest that the learning possibilities for the student on practicum could be enhanced if communication by the faculty were improved.

With respect to the topic of preparation students revised their pre-practicum view when they felt that the preparation they received from their course for the practicum was inadequate. Most students realised post-practicum, that they had been adequately prepared for what was expected of them by their host librarians. Pre-practicum seven students made comments which indicated that they had little confidence in their ability to perform the duties that would be required of them in a professional position. Post-practicum, however, 13 students found that their confidence in these areas had been boosted, and that the course preparation had indeed been adequate. However, three students who described unsuccessful placements had their confidence deflated.

The study attempted to relate the effect which organisation, in particular the timing and duration of the practicum, might have on students' learning. Data collected seemed to suggest that timing was not crucial to the success of the student's practicum and that the timing of the practicum can be regarded separately from its duration.

The end-on practicum students were generally more critical of the preparation they received than the sandwich practicum students; the latter were more evenly spread in their support and criticism. This difference may have resulted in a change of approach by the fieldwork co-ordinator, who required the sandwich practicum students to prepare a list of their objectives and expectations prior to the practicum.

The suggestions made by both groups of students for improving the preparation for the practicum were similar, perhaps because of the similarity of outcome experienced by the two groups. Both groups suggested that they would benefit if they were taken on tours so that they got an overview of libraries early in their course. However, the end-on practicum students were more concerned with library tours than the sandwich practicum students, which may reflect a greater need for library tours on the part of those students who undertake the practicum later in their course. Both groups indicated that they wanted more information on the libraries that were willing to host students; that they needed more preparation on the resource materials relevant to the libraries in which they were to be placed; and that the library school could do more to increase their confidence in their abilities throughout the course. Both groups wanted the practicum period to be spread over two types of library. They saw the need for greater opportunities to do professional tasks while on practicum and linked this lack with the timing of the practicum.

The three stakeholders had differing views on the alternative modes of timing of the practicum. Faculty members were almost unanimously opposed to the end-on mode, while host librarians were divided in their opinion. The host librarians in the public and special libraries saw the advantage of the practicum being placed at the end of the year when their libraries and students were less busy. The academic librarians, however, were concerned that timing of the practicum which coincided with their vacations after the academic year could leave students with an unrealistic idea of their activity levels.

Both student groups were in favour of the sandwich practicum; however, both groups were able to suggest improvements even to their preferred mode. Both groups saw the inadequacies of the four-week practicum period; but, they also commented that it would be adequate if realistic goals were held.

Students considered that the end-on practicum was not as helpful as the sandwich, because it was placed too late in the course for it to be of practical use in their course. The sandwich mode was seen as having the advantage of providing students with an opportunity to check on their choice of career before they had progressed too far in their course. All three stakeholders saw the advantage to students of their returning from the sandwich practicum and pooling and sharing their individual experiences for greater collective understanding.

11.3 COMPARISON OF RESULTS WITH FINDINGS IN THE LITERATURE

The data collected and presented in this study both confirmed and contradicted views expressed in the literature reviewed, and some conclusions drawn from other studies on practica for students of librarianship. Becher and Ade suggested (1982: 25):

> ... what constitutes ... a good placement ... is dependent upon the match between the level or capacity of student response and the conditions or expectations of the placement site.

11.3.1 Factors Found to Contribute to Successful and Unsuccessful Practica

Data collected suggested factors which can contribute to successful and unsuccessful practica.

Of the 23 students sampled, five expressed mainly negative comments about their experiences. These negative experiences could not be directly attributed to the students' own pre-practicum attitudes, nor to those of their host librarians. In addition, data suggest that there was little difference in learning outcomes from the two cohorts of students which could be attributed to the timing of the practicum programme.

The data do suggest, however, that factors which contributed to the quality of experience for students were: the organisation and preparation made for the student's arrival by the host librarian; inadequate communication between the library school and host librarians, and between faculty members and students; and the exposure to and quality of work given to the student while on practicum. Some students gained the impression that they were placed in poorly managed host libraries; this result was unfortunate.

Hall (1986) inferred that a structured practicum programme for students while in their host library was important to a successful learning experience. While some of the students in this study attributed the lack of a training programme in their host libraries as a contributing factor to their disappointing placement, it was only one of the factors. Indeed, many other students who were placed in host libraries which had not formally organised the way in which students would spend the four weeks, commented that they had successful placements.

Data collected indicated that the lack of a structured training programme, or indeed of a training programme at all, did not necessarily lead to an unsuccessful placement. The attitude of the host librarians, their own professional experience, and the determination of students themselves to make a success of their practicum, could all have minimized the apparent disadvantage of the lack of a training programme, thereby demonstrating again the multi-faceted nature of practica.

11.3.2 What and How Students Learnt on Practicum

An attempt was made to answer Neill's (1975) call to find out "how" students learnt on practicum. Generally students implied that they could not avoid learning some things because these were self-evident. In contrast, when they said they did not see, experience or learn something, they implied that it was because they were not shown, not told or did not get the opportunity to experience or see it. This suggests perhaps that things, once learnt, are absorbed and integrated into one's knowledge.

While students were generally unable to describe the process of learning, they were able to say what they learnt, and many commented on particular things they had learnt on their practicum which they felt they would not have otherwise learnt. These have already been presented under their respective topic headings in the analysis of results. Student comments, however, highlight the fact that students enrolled in the same course, and attending the same lectures, remember different things about the same information disseminated. This was demonstrated repeatedly in the present study.

Prytherch (1979) found from data collected in his study that the practicum was an effective means for students to learn in the affective domain, while cognitive learning could be more effectively taught and experienced in laboratory and simulated workshops. The data collected in this study suggests that not only affective, but also cognitive and psychomotor learning, were effectively experienced on practicum by students when conditions were suitable. Stating what these conditions were, however, is more difficult.

While the students' determination to make a success of their practicum was important to the learning outcome, this has to be coupled with what students are actually exposed to while on practicum, and the extent to which they made learning opportunities from tasks allocated by their host librarians. In some cases more effective use of the practicum for student learning could have been made through better organisation on the part of the host librarians. Just being in a library system does not necessarily result in a meaningful learning experience for the student. As Keats (1979) wrote:

> *Nothing ever becomes real till it is experienced - even a proverb is no proverb to you till your life has illustrated it.* (Keats. Letters to George and Georgiana Keats. 19 March 1819)

11.3.3 Communication Between Stakeholders

Effective communication between stakeholders is referred to by Turney (1982) as an important factor in the organisation of practica. This proved to be so in the data collected for this study. There were three perspectives to this issue: those of the faculty, the host librarians and the students.

The faculty thought they could do no more than they were doing. They perceived that any more stipulations on their part would be unwelcome by the host librarians, and would in turn be unhelpful to their students. However, from the data collected, these perceptions were seen to be unfounded. Perhaps the underlying attitude that could account for this stance was one that the students suggested: that faculty members regard the practicum as a separate unit from the ones for which they are responsible, and therefore see it as the responsiblity of the fieldwork co-ordinator.

The second perspective is that of the host librarians. With few exceptions, host librarians wanted more opportunity to consult with and be consulted by the faculty, on various aspects of the practicum programme. They regarded the preparation they received as inadequate, including the briefing on the objectives of the programme, the student's arrival, and how best to plan the learning experience for the optimum benefit of the student. Many stated they would have liked to provide input meaningfully, and if necessary, privately, at de-briefing sessions held by the faculty.

Two of the academic host librarians were especially critical of what they referred to as "the ad hoc" attempts at arrangements made by the faculty. Although this form of approach did not raise untoward comment from the smaller libraries, it led to misunderstandings in the larger systems, whose chiefs said they preferred that "the normal courtesies of business" be observed. Host librarians also expressed concern about the indifference of the library school in monitoring the requirements of employers.

The third perspective, that of the students, tended to reflect that of the host librarians. Students were employment-oriented. Many hoped the practicum would lead to employment, or at least increase their chances of it, in what they realised was a diminishing market for their skills. Their comments pre-practicum about the lack of preparation and inadequate communication from the faculty could have been accentuated by the fear that their lack of knowledge could have repercussions on their creating a good impression.

Post-practicum, however, most students found that they had not been seriously disadvantaged. Many commented that there were skills expected of them that they did not gain from the course, such as keyboarding skills for computer terminals, information retrieval search strategy skills, cataloguing on ABN, and knowledge of some basic reference works used in special libraries.

For communication between the three stakeholders to be most effective, it must take place between each stakeholder and the other two, thus making for three-way, rather than two-way communication. This often did not occur. For example, sandwich practicum students were required to prepare a list of their learning objectives from their practicum for their fieldwork co-ordinator. The process of compiling the list seemed to suggest to students that these objectives would be met on their practicum. However, as the lists were not communicated to the respective host librarians, the chances for this happening were less than fair.

Further evidence of the ramifications of poor communication were seen in the lack of success of the practicum for individual students. The placement of one student in a library allegedly managed by its library technician, and of another where the librarian-in-charge was about to go on long service leave, illustrate inadequate knowledge of the library environments into which students are placed. In addition, the first example is serious in its implications, as it is the assumption that students on practicum will be supervised adequately by professional librarians.

The question of whether students should be placed in poorly managed libraries is two-sided, and although discussed in Section 6.7.4 is raised again. While students placed in such organisations can be caught up in the internal politics of the situation, they are given the opportunity to see that all libraries are not perfectly run and managed, and that in the real world, management problems do exist. This question has to be balanced against other objectives of a practicum programme, one of which is to provide students with a role model and standards against which to base their own future professional careers. The writers of the literature cited, and the stakeholders in this study, saw the need for the practicum to demonstrate professional standards to students, and to provide them with role models and model libraries, while at the same time demonstrating to students how compromises had sometimes to be made. As even the best run, managed and "model" library needs to compromise, and while it is not usually the objective of a practicum programme knowingly to expose students to problem situations, students may, nevertheless, derive useful experiences therefrom.

11.3.4 Other Themes Emerging from the Literature

The objective of relating theory to practice is cited widely in the literature as one of the most important values of the practicum to students.

Data gathered for this study demonstrated that students were given opportunities to compare theory with practice and to see how theory varies from practice in particular situations. For example, the use of what was considered to be incorrect punctuation in a catalogue entry, inconsistencies in descriptive cataloguing, the conduct of reference enquiries without the benefit of a subject catalogue, and the casual use of ABN without a pre-search strategy, were seen to be contrary to the formalised training students received at library school.

The literature suggests that students on practicum can and do interact with the client group.

Data from students indicated that while most students were involved in a range of user service activities, some students did not have the opportunity to gain this experience. Those placed in special libraries commented that the users either approached the staff they knew in preference to approaching them, or made their enquiry directly to the librarian by telephone. Those placed in larger library systems found they got the desired exposure, perhaps because they were more readily assimilated onto the staff. These students were also able to learn the subtle distinctions in presentation between reference enquiries made personally and those made over the telephone, and thus the interview techniques appropriate to each.

The Students' Committee of the Association of Assistant Librarians (1969), in making their case for librarians to host students, suggested that host librarians could also benefit from participating in practicum programmes.

Most of the 29 host librarians in the sample stated they participated in the programme because they saw it to be in the future interests of the profession, and by inference in the future interest of their own libraries. Explicit in these views was the feeling that the library school on its own could not produce a graduate of high calibre. A few host librarians also saw the advantage of being able to preview the products coming out of the library school and onto the employment market.

Another of the oft-stated objectives of practicum programmes is that the practicum gives students who do not have prior work experience an opportunity to feel what it is like to go to work.

This was also voiced by the stakeholders in this study. The alternative view was put by some host librarians: that a practicum period of four weeks for students with limited skills and competencies who are aware that they will leave the "work environment" after the four weeks, can in no way realistically simulate normal employment. However, contrary to the assumption of some host librarians, students who commented on this issue felt a responsibilty to the work they were doing. Indeed, some students implied that because they knew they were there for only a short time, they put more concentration into the tasks than if they were in paid employment.

The problem areas of practicum programmes cited in the literature were also evident in some areas of this study. For instance, critics of the practicum argue that as the practical work is often divorced from the theoretical instruction, most of the experience gained is either after the event or anticipatory, and therefore loses its full impact.

Certainly, some of the end-on practicum students in the sample felt, pre-practicum, that their practical experience was coming too late, although post-practicum this did not emerge as an issue. This could have been because they had made the best of their situation. Sandwich practicum students were glad for the timing of their practicum, although some expressed concern pre-practicum about the lack of a full course behind them. Other advantages seen for the sandwich mode by stakeholders were that the practical experience would assist students in the assimilation of the theory, and that students would be able to pool their individual experiences in the classroom.

11.4 RECOMMENDATIONS

The following suggestions for the future improvement of the practicum have either been made by various respondents and incorporated, as appropriate, in the preceding chapters, or have occurred to the researcher in the course of her analysis of the data. They are brought together here for ease of reference.

(i) Several host librarians expressed a wish for more direct contact and communication with the DLIS, to enable them better to achieve both their own and the faculty's objectives: the organisation of a successful practicum. No evidence arose to suggest that other librarians, who made no explicit comment, would not appreciate such a development. The multi-faceted nature of a practicum programme makes it important that useful insights into the programme gained by host librarians and students are not "lost". Host librarians particularly mentioned that they would appreciate the library school holding realistic and meaningful de-briefing sessions while problems and suggestions were fresh in their minds.

(ii) Some students welcome the experience of being 'thrown in at the deep end' of a new professional environment. Others, more apprehensive, do not; and several indicated their desire for more preparation during the first semester for what lay in store for them in the practicum. They did not seek one or more formal lectures on the subject; but rather, that each lecturer within the course explain the relation of its content to what students might expect to find in a working environment.

(iii) The fieldwork co-ordinator's iniative, before the sandwich practicum in 1986 of having students set down their personal objectives from the practicum appeared to be successful since this group of students had clearer expectations pre-practicum than their counterparts undertaking the end-on practicum in the previous year. Some sandwich practicum students expressed disappointment however, that their personal objectives had not been met on practicum. It is suggested that either students be made more aware of the possibility that their objectives might not be met in full by their host librarian, or, as an extension to the better communication called for by host librarians, that these student objectives be transmitted to the respective host librarians in order that a greater possibility of a match between expectation and outcome might be achieved.

(iv) Students going out on practicum from the DLIS are asked whether they have a preference for a particular library or type of library in which they would like to be placed. While some students appeared to have been able to make an informed choice, many were unable to do so as they were not made aware either of the libraries available, or of the special features of those which were available. The data suggested that students would appreciate such information if it were supplied by the library school.

(v) Students stated that they would have welcomed the opportunity to do some preliminary study about the major reference works and bibliographies used in their host library prior to arriving on practicum. They would thus have felt more adequate and prepared when they arrived at their host library. One student made the following suggestion. That before students started their practicum, they be divided into groups by the type of library in which they were to be placed and that each group then be addressed in some detail by a representative from the type of library concerned, as to the services provided and the nature of skills the student would need, e.g. knowledge of information resources such as government publications, engineering standards, or educational bibliographical resources; or on-line information retrieval skills.

(vi) Some students need to maintain part-time night jobs while on practicum. It would appear that these students are in need of particular counsel from the fieldwork co-ordinator with respect to the greater physical stress they will feel during the period. There seems to be a case for the respective host librarians also to be made aware of the particular circumstances of these students.

(vii) Many library education programmes incorporate tours of libraries as part of students' orientation. Data gathered in this study confirmed that students saw the need for such library tours to be organised early on in their course, in addition to, not in substitution for the practicum.

(viii) Students commented pre-practicum that they were looking forward to interacting with the users of their host library, and some stated that they felt there would be a greater probability for this to happen in special libraries. Post-practicum, however, these students reported that circumstances were such that they did not have a great opportunity to gain this experience. It is suggested that if the library school made host librarians aware of this particular student expectation, students might have greater opportunities, in as far as it was practicable, to interact with the users of their host libraries.

(ix) There was a wide range of psychomotor skills that students as a body described as having experienced. However, in some instances, while some skills were being practised in their host libraries, students were not given the opportunity to practice them. Host librarians indicated that they would welcome more assistance from the library school in structuring work experience during the practicum. There appears to be some evidence that the library school could advise host librarians how routine tasks can be turned into learning opportunities for the students' advantage.

(x) There were some comments from students which suggested that they thought that their labour had been exploited while on practicum. Meaningful de-briefing sessions could elucidate such claims.

(xi) Students come into a professional education programme as individuals with varied individual experiences, strengths, weaknesses and interests. The practicum should optimise the learning experience for each of them. In order that this may occur their placements should be individually reviewed and arranged, with adequate three-way communication between all stakeholders.

11.5 SUGGESTIONS FOR FURTHER STUDY

Larger Australia-wide quantitative study could be conducted to test some of the assertions reported in this study, for instance: that the practicum in its current form is an anachronism; that the timing of the practicum bears no direct relationship to the learning experienced; that the range of library activities to which the student is exposed on practicum bears directly on the quality of that experience; that the experience gained on practicum does not bear directly on the role of the professional librarian in the workforce; or that the practicum makes a better librarian in the long term.

There is evidence to suggest that there is some discrepancy between the views of employers and of educators with respect to the areas in which graduating professionals should be competent, and the role of the practicum in attaining these skills. Another area for investigation could be the assessment of practical skills, as conducted in the health professions and described by Harden and Cairncross (1980). As Plaiss (1983) argued, if doctors and lawyers are expected to be skilled and proficient when entering their professions, why not librarians? Standardised tests at a level considered appropriate to basic professional competence could be administered to neophytes to examine how effectively they can practise their skills.

As the DLIS has now set the sandwich practicum as the mode for its graduate diploma students for the next few years, further work could be undertaken to measure or at least monitor and evaluate the effectiveness of the sandwich practicum in enabling students to relate the practice of librarianship learnt on the practicum to the theory taught in the course.

The rolling practicum introduced into the undergraduate programme at DLIS could be studied for its effectiveness in the process of student learning within that curriculum. A comparative study might then be made as to the differences of learning outcome between the rolling and sandwich modes. It should be noted, however, that the practicum component must bear directly on the curriculum of which it is part.

As seen in this study, students themselves seem unable to describe fully how the learning process occurs. An in-depth case study of fewer, more carefully placed students could be undertaken to support or otherwise the theoretical material available on how students learn. A method different to the one used in this study, or a series of methods of data collection, would have to be used. For example, using unobtrusive observation, a pre-test could be conducted of students on their arrival at the host library, and a post-test could be conducted towards the end of their practicum period. In between the practicum period students could perhaps be interviewed regularly in order to record descriptions of their learning experiences while these are fresh in their minds. The relevance of students' previous work experiences to their learning experiences while on practicum could also be examined.

In all this it should be remembered that no two students are identical or even alike; what each brings into the course is unique; what each takes and gains from the same course can be very different. Students are placed in different library environments for their practicum. Because of this and the many variables known to operate in a practicum programme, the uniqueness of each student's experience is further guaranteed.

BIBLIOGRAPHY

ASSOCIATION OF ASSISTANT LIBRARIANS. STUDENTS' COMMITTEE (1969) Practical experience and the library school. Assistant Librarian, 62(3), 32-34.

ATHCOM 1986: Tertiary Handbook Collection. Micro-Data [sin. loc.].

AUSTRALIA. Department of Education. (1985) Directory of higher education courses, 1986. A.G.P.S., Canberra.

AUSTRALIAN COMMISSION ON ADVANCED EDUCATION. (1972) Third report on advanced education, 1973-1975. A.G.P.S., Canberra.

BARCLAY, J. (1979) The Australian library schools, 1978; a comparative study of the Australian library schools conducted at the end of 1978, based on the International Federation of Library Associations *Standards for Library Schools, 1976*. University of Sydney, [Sydney] Master's Thesis.

BATTIN, P. (1983) Developing university and research library professionals: a director's perspective. American Libraries, 14(1), 22-25.

BECHER, R.M. and ADE, W. (1982) The relationship of field placement characteristics and students' potential field performance abilities to clinical experience performance ratings. Journal of Teacher Education, 33(2), 24-30.

BIDLACK, R.E. (1981) An in-depth review ...: the Conant report.. Journal of Academic Librarianship, 7(2), 94, 133.

BIGGS, J. (1979) Individual differences in study processes and the quality of learning outcomes. Higher Education, 8(4), 381-394.

BLACK, S.K. (1980) [Review: the Conant report]. Booklist, 77(Oct. 15), 304.

BLOOM, B.S. (1956) Taxonomy of educational objectives: the classification of educational goals. Handbook I: cognitive domain. Longmans, London.

BOWEN, D.J. (1976) The quality of library education: a survey. A research paper submitted to the Faculty of the Department of Librarianship, San Jose State University, Master's Thesis. ERIC ED 125534.

BRAMLEY, G. (1981) Apprentice to graduate: a history of library education in the United Kingdom. Bingley, London.

BRITISH LIBRARY. (1978) Curriculum development in librarianship and information science. British Library Research and Development Report, no. 5439. British Library, London.

BUSHA, C.H. and HARTER, S.P. (1980) Research methods in librarianship: techniques and interpretation. Academic Press, New York.

CASE, R.N. and LOWREY, A.M. (1975) Evaluation of alternative curricula. American Library Association, Chicago. (School Library Manpower Project). ERIC ED 104424.

CASSON, A. (1983) Beyond the library school interface. Information and Library Manager, 3(1), 13-14.

CONANT, J.B. (1963) The education of American teachers. McGraw-Hill, New York.

CONANT, R.W. (1980) The Conant report: a study of the education of librarians. MIT Press, Cambridge, Mass.

COPLEN, R. and REGAN, M. (1981) Internship programs in special libraries. Special Libraries, 72(1), 31-38.

CRONIN, B. (1982) The education of library - information professionals: a conflict of objectives? Aslib, London. (Aslib occasional paper, no. 28).

CUNNINGHAM, G. (1986) Transbinary report on library and information science education. Library Association Record, 88(8), 355-356.

CURTIN UNIVERSITY OF TECHNOLOGY. (1987) Graduation ceremony 1987: Division of Arts, Education and Social Sciences. Curtin University of Technology, Perth.

DANIELS, W.R. (1978) An alternative to library school. Library Journal,103(16), 1702-1703.

DAVINSON, D.E. (1976) Trends in library education - Europe. In VOIGT, M.J.and HARRIS, M. (Eds.) Advances in librarianship, 6, Academic Press, New York, 217-251.

DAVINSON, D.E. (1984) Professional education: should it lead or follow? In Judd, P.M. (Ed.) The one that we want: education and training for the libraries of the future, papers given at the Association of Assistant Librarians, Northern Division/Library Association Northern Branch Joint Annual Weekend School at Otterburn Hall, October 8th, 9th, 10th 1982. Association of Assistant Librarians, London, 20-29.

DAY, A. (1983) A glimpse of the future: a resurgence in part-time library education. RivLibFile, 4(3), 30-36.

DEAN, J. (1972) Planning library education programmes: a study of the problems involved in the management and operation of library schools in the developing countries. Deutsch, London.

DENIS, L.G. (1979) Directed field work and public libraries in Ontario. Ontario Library Review, 63(3), 184-186.

DERR, R.L. (1983) The integration of theory and practice in professional programs. Journal of Education for Librarianship, 23(3), 193-206.

DOUGHERTY, R.M (1987) Book review on: Griffiths, J.M. and King, D.W. New directions in library and information science education. Journal of Education for Library and Information Science, 27(3), 201-203.

DOUGHERTY, R.M. and LOUGEE, W.P. (1983) Research library residences: a new model for professional development. Library Journal, 108(13), 1322-1324.

EDWARDS, R.J. (1972) Library school field work: a report to the Library Association, Education Committee. Library Association Record, 74(1), 3-4.

EDWARDS, R.J. (1977) Inservice training in British libraries: its development and present practice. Library Association, London.

EISENBERG, M. (1980) Field work: program guide. Syracuse University, School of Information Studies, New York. ERIC ED 194100.

ENTWISTLE, N. (1985) Cognitive style and learning. In HUSEN, T. and POSTLETHWAITE, T.N. (Eds.) International encyclopedia of education research and studies. Vol. 2. Pergamon, London, 810-813.

ENTWISTLE, N., HANLEY, M. and HOUNSELL, D. (1979) Identifying distinctive approaches to studying. Higher Education, 8(4), 365-380.

FINCHER, B. (1983) The role of practicum: abroad thoughts from home.In The library workforce: proceedings of a national conference, Melbourne, Aust., 22-24 Nov., 1982. LAA, Education for Librarianship Section, Victorian Group, Melbourne.

FOSKETT, D. (with WILSON, B.S. and SAUNDERS, W.L.) (1971) Library theory and practical vocational training: a forum. Aslib Proceedings, 23(5), 225-236.

GALVIN, T.J. (1975) Problem-oriented approaches in the education of librarians. *Special Libraries*, 66(1), 1-5.

GARDNER, H. (1969) Internship in historical perspective. *Education Digest*, 34(3), 42-45.

GASH, S. and REARDON, D.F. (1987) The Birmingham sandwich year: a unique placement experience. *Library Association Record*, 89(3), 129-130.

GIBBS, G., MORGAN, A. and TAYLOR, E. (1982) A review of the research of Ference Marton and the Goteborg Group: a phenomenological research perspective on learning. *Higher Education*, 11(2), 123-145.

GIBBS, S.E. (1984) Practitioners v. educators. (1 - 0 at half-time). *An Leabharlann*. *The Irish Library*, 1(2), 43-48.

GORMAN, M. (1981) The new "teaching library". *American Libraries*, 12(12), 670-671.

GORMAN, M. (1984) Library education: myths and unrealities. *Journal of Academic Librarianship*, 10(4), 195.

GRIFFITHS, J-M. and KING, D.W. (1984) Educating the information professional of the future. *In* FLOOD, B. and others (Compilers) *1984*: *Challenges to an information society, proceedings of the 47th ASIS annual meeting*, *Philadelphia*, *Pa*., *Oct. 21-25 1984*. *Vol. 2*. American Society for Information Science, Philadelphia, 68-73.

GROGAN, D.J. (1983) Education for librarianship: some persistent issues. *Education for Information*, 1(1), 3-23.

GROTZINGER, L. (1971) The status of 'Practicum' in graduate library schools. *Journal of Education for Librarianship*, 11(4), 332-339.

GUBA, E.G. (1978) *Toward a methodology of naturalistic inquiry in educational evaluation*. Centre for the Study of Evaluation, U.C.L.A. Graduate School of Education, University of California, Los Angeles.(CSE Monograph series in evaluation, no. 8).

GUBA, E.G. (1981) Criteria for assessing the trustworthiness of naturalistic inquiries. *Educational Communication and Technology*, 29(2), 75-91.

GUBA, E.G. and LINCOLN, Y.S. (1981) *Effective evaluation*. Jossey-Bass Publishers, San Francisco.

GUINEE, K.K. (1978) *Teaching and learning in nursing*: *a behavioral objectives approach*. Macmillan, New York.

HALL, A.W. (1986) Library school fieldwork placements: problems and practice. *Library Management*, 7(2),1-40. (whole issue).

HAMMERSLEY, M. (1981) Using qualitative methods. *Social Science Information Studies*, 1(4), 209-220.

HARDEN, R.M. and CAIRNCROSS, R.G. (1980) Assessment of practical skills: the Objective Structured Practical Examination. (OSPE) *Studies in Higher Education*, 5(2), 187-196.

HILL, A.H. (1977) Square pegs in round holes. *New Library World*, 78(927), 169.

HOLMES, B. and BRYANT, R. (1977) Fieldwork teaching in community work. *In* BRISCOE, C. and THOMAS, D.V. (Eds.) *Community work*: *learning and supervision*. Allen & Unwin, London, 151-168. (National Institute Social Services Library, no. 32)

HOUNSELL, D. and WINN, V. (1981) Concluding comments [at a symposium on qualitative approaches to the study of information problems]. *Social Science Information Studies*, 1(4), 255-256.

HOWES, B.R. (1978) Practicum in the Department of Library and Information Science at Riverina CAE in N.S.W. New Library World, 79(938), 148-149.

HOWES, B.R. (1979) Riverina experience: practical component of courses in library and information science at Riverina CAE. New Library World, 80(944), 30-31.

HUTCHIN, B.D. (1977) The practical element in education for librarianship: an international survey. M.A. Thesis, University of Strathclyde, Strathclyde.

JAMES, H. (1979) Partial portraits. The art of fiction. In The Oxford dictionary of quotations. 3rd ed. Oxford University Press, Oxford, 271.

JOHNSON, L.C. (1976) Social work practice models: teaching the differential aspects of practice. In Council for Social Work Education. Teaching for competence in the delivery of direct services. Council on Social Work Education, New York, 40-50.

JONES, E. F. (1984) Square peg, round hole: the dilemma of the undergraduate social work field co-ordinator. Journal of Education for Social Work, 20(3), 45-57.

JONES, K. (1976) Education for librarianship. New Library World, 77(910), 70-71.

KATZ, F.M. and SNOW, R. (1980) Assessing health workers' performance: a manual for training and supervision. W.H.O., Geneva. (WHO public health papers, no. 72).

KEATS, J. (1979) Letters to George and Georgiana Keats, 19 Mar. 1819. In The Oxford dictionary of quotations. 3rd ed. Oxford University Press, Oxford, 294.

KEMMIS, J. (1980) The imagination of the case and the invention of the study. In SIMONS, H. (Ed.) Towards a science of the singular: essays about case study in educational research and evaluation. Centre for Applied Research in Education, University of East Anglia, East Anglia, 93-142.

KORBELIK, J. and EPSTEIN, L. (1976) Evaluating time and achievement in a social work practicum In Council for Social Work Education. Teaching for competence in the delivery of direct services. Council on Social Work Education, New York, 51-59.

KRATHWOHL, D.R., BLOOM, B.S. and MASIA, B.B. (1964) Taxonomy of educational objectives: the classification of educational goals. Handbook II: affective domain. Longmans, London.

KUJORE, O.O. (1983) Innovation in learning: philosophy and theories. In Health care for all: challenge for nursing, 17th quadrennial congress, International Council of Nurses, June 28 - July 3, 1981, Los Angeles, California. International Council of Nurses, Geneva, 89-91.

LIBRARY AND INFORMATION SERVICES COUNCIL. (1983) Library and information work in a changing environment: a discussion paper. Office of the Arts and Libraries, London.

LIBRARY AND INFORMATION SERVICES COUNCIL. (1984) Basic professional education for library and information work: a discussion paper. Office of the Arts and Libraries, London.

LIBRARY ASSOCIATION OF AUSTRALIA (1985a) Statement no. 3 : the roles of librarians and library technicians. In Policy statements. [Library Association of Australia, sin. loc.]

LIBRARY ASSOCIATION OF AUSTRALIA (1985b) Statement on freedom to read. In Policy statements. [Library Association of Australia, sin. loc.]

LIBRARY ASSOCIATION OF AUSTRALIA. BOARD OF EDUCATION. COURSE RECOGNITION COMMITTEE. (1984) Report. [Library Association of Australia, Sydney].

THE LIBRARY BOARD OF WESTERN AUSTRALIA. (1971) The Library and Information Service of Western Australia, 1970-1971: nineteenth annual report of The Board. The Board, Perth.

LINCOLN, Y.S. and GUBA, E.G. (1985) Naturalistic inquiry. Sage Publications, Beverly Hills.

LINE, M.B. (1983) Requirements for library and information work and the role of library education. Education for Information, 1(1), 25-37.

LYNCH, M.J. and WHITBECK, G.W. (1975) Work experience and observation in a general reference course - more on theory vs. practice. Journal of Education for Librarianship, 15(4), 271-280.

McCOLVIN, L.R. (1970) The public library system of Great Britain: a report on its present condition with proposals for post-war re-organisation. University Microfilms, High Wycombe, Bucks. [First published by the Library Association, London, 1942].

McGARRY, K.J. (1983a) And gladly teach: a view from behind the trenches. Training and Education, 1(1), 5-10.

McGARRY, K.J. (1983b) Progress in documentation: education for librarianship and information science, a retrospect and a revaluation.Journal of Documentation, 39(2), 95-122.

McGARRY, K.J. (1985) The future has already begun. Library Association Record, 87(3), 97.

McGUIRE, C.H. (1974) Evaluation of teachers and teaching effectiveness. In MILLER, G.E. and FULOP, T. (Eds.) Educational strategies for the health professions. W.H.O., Geneva, 67-80.

McGUIRE, C.H. (1980) Assessment of problem-solving skills. Medical Teacher, 2(2), 74-79.

McKEE, B. (1986) Information studies: towards an academic discipline. Library Association Record, 88(5), 236-237, 239.

MARCHANT, M.P. (1984) If library schools provide it, will libraries use it or abuse it? Journal of Academic Librarianship, 10(4), 192-194.

MARSHALL, J. (1979) Directed field work: community practice. Ontario Library Review, 63(3), 187-190.

MARTON, F. (1981) Phenomenography - describing conceptions of the world around us. Instructional Science, 10(2), 177-200.

MARTON, F., HOUNSELL, D. and ENTWISTLE, N. (Eds.) (1984) The experience of learning. Scottish Academic Press, Edinburgh.

MARTON, F. and SVENSSON, L. (1979) Conceptions of research in student learning. Higher Education, 8(4), 471-486.

MILES, M.B. and HUBERMAN, A.M. (1984) Drawing valid meaning from qualitative data: toward a shared craft. Educational Researcher, 13(5), 20-30.

MILL, J.S. (1984) Inaugural address delivered to the University of St. Andrews, 1867. In ROBSON, J.M (Ed.) Collected works of John Stuart Mill. Vol. 21: essays on equality, law, and education. University of Toronto Press, Toronto, 215-259. [First published from 2nd edition (which was reprinted from the First Edition) by Longmans, Green, Readers Dyer, London, 1867].

MONROE, M.E. (1981) Issues in field experience as an element in the library school curriculum. Journal of Education for Librarianship, 22(1&2), 57-73. (Also as ERIC ED 200231).

MOREHEAD, J. (1980) Theory and practice in library education. Libraries Unlimited, Littleton, Col.

MORGAN, A. (1984) A report on qualitative methodologies in research in distance education. Distance Education, 5(2), 252-267.

NEILL, S.D. (1975) The place of practice in a graduate library school. Libri, 25(2), 81-97.

NEWBLE, D.I. (1977) Evaluation of clinical competence. Advisory Centre for University Education, University of Adelaide, Adelaide, S.A.

OLDMAN, D. (1981) Sources of antagonism to 'Qualitative' research. Social Science Information Studies, 1(3), 231-240.

PAGE, G.T. and THOMAS, J.B. (1977) International dictionary of education. Kogan Page, London.

PARLETT, M. and HAMILTON, D. (1976) Evaluation as a new approach to the study of innovatory programs. Evaluation Studies Review Annual, 1, 140-157.

PARR, E. and DONE, M. (1979) Curriculum development and the nominal group technique: gaining the practitioner's view. Journal of Education for Librarianship, 19(3), 223-232.

PATTON, M.Q. (1980) Qualitative evaluation methods. Sage Publications, Beverly Hills.

PATTON, M.Q. (1981) Creative evaluation. Sage Publications, Beverly Hills.

PATTON, M.Q. (1982) Practical evaluation. Sage Publications, Beverly Hills.

PLAISS, M. (1983) New librarians need skills not philosophy. American Libraries, 14(9), 618

PRYTHERCH, R. (1979) The role of the working library in the education of librarians. M. Phil. Thesis. Council for National Academic Awards.Leeds Polytechnic School of Librarianship, Leeds.

PRYTHERCH, R. (1982a) The laboratory/library: further work on an internal teaching and working library unit in a school of librarianship. Journal of Librarianship, 14(3), 204-217.

PRYTHERCH, R. (1982b) Towards an understanding and evaluation of student fieldwork in libraries. Journal of Education for Librarianship, 22(3), 173-186.

ROPER, N. (1976) Clinical experience in nurse education: a survey of the available nursing experience for general student nurses in a school of nursing in Scotland. Churchill Livingstone, Edinburgh.

ROTHSTEIN, S. (1968) A forgotten issue: practice work in American library education. In BONE, L.E. (Ed.) Library education: an international survey. University of Illinois, Graduate School of Library Science, Champaign, Ill., 197-222.

ROTHSTEIN, S. (1980) Book reviews: Conant, Ralph W. The Conant report. College and Research Libraries, 41(11), 532, 534-535.

SATTERLY, D.J. (1985) Cognitive style. In HUSEN, T. and POSTLETHWAITE, T.N. (Eds.) International encyclopedia of education: research studies. Vol. 2. Pergamon, Oxford, 808-810.

SCHWIRIAN, P.M. [1976] Predication of successful nursing performance. Parts I & II. U.S. Department of Health, Education and Welfare, Hyattsville, Maryland. (DHEW Pub. (HRA) 77-27).

SHARMA, R.N. (1982) Development of curriculum in library and information science: problems and solutions. International Information, Communication Education, 1(1), 74-84.

SHARP, D. (1986) Student placements - time to tighten up? Library Association Record, 88(12), 598.

SHERA, J.H. (1972) The foundations of education for librarianship. Wiley, New York.

SHERIDAN, R.B. (1979) The critic. In The Oxford dictionary of quotations. 3rd ed. Oxford University Press, Oxford, 506.

SIMPSON, E.L. (1985) Affective learning of adults. In HUSEN, T. and POSTLETHWAITE, T.N. (Eds.) International encyclopedia of education: research studies. Vol. 1. Pergamon, Oxford, 224-226.

SIMPSON, I.S. (1981) Reviews: R.W. Conant. [The Conant report]. Journal of Documentation, 37(1), 46-47.

SINCLAIR, D. (1973) The preparation of tomorrow's public librarian: some propositions, principles, and proposals. In BOAZ, M. (Ed.) Toward the improvement of library education. Libraries Unlimited, Littleton, Col.

SKURSKI, V. (1985) Interactive clinical conferences: nursing rounds and education imagery. Journal of Nursing Education, 24(4), 166-168.

SOMERS, M.L. (1970) Contributions of learning and teaching theories to the explication of the role of the teacher in social work education. In POHEK, M. (Compiler) Teaching and learning in social work education. Council on Social Work Education, New York, 73-87.

STEINAKER, N.W. and BELL, M.R. (1979) The experimental taxonomy: a new approach to teaching and learning. Academic Press, New York.

STENHOUSE, L. (1975) An introduction to curriculum research and development. Heinemann, London.

STENHOUSE, L. (1981) Using case study in library research. Social Science Information Studies, 1(3), 221-230.

STEVENSON, B. (1978) Resources in the field component of Australian social welfare education. A.G.P.S., Canberra. (Department of Social Security study).

STOKES, R. (1973) The road ahead? British Columbia Library Quarterly, 37(1-2), 5-16.

STONES, E. and MORRIS, S. (1972) Teaching practice: problems and perspectives. Methuen, London.

STONES, E. (1985) Student (practice) teaching in teacher education. In HUSEN, T. and POSTLETHWAITE, T.N. (Eds.) International encyclopedia of education: research studies. Vol. 8. Pergamon, Oxford, 4862-4867.

SUTTLE, M. (1974) Urban library training program: fieldwork. In SAMORE, T. Progress in urban librarianship. University of Wisconsin, Milwaukee, 65-76. (Also ERIC ED 104422).

TAWNEY, O. (1976) Curriculum evaluation today: trends and implications. Macmillan, London. (Schools Council Research Studies).

TAYLOR, M. (1986) Learning for self-direction in the classroom: the pattern of a transition process. Studies in Higher Education, 11(1), 55-72.

TIETJEN, M.C. (1977) Playing the field or ... practice makes perfect. Wilson Library Bulletin, 52(1), 61-63.

TURNEY, C. and others. (1982) The practicum in teacher education: research, practice and supervision. Sydney University Press, Sydney.

WALLDREN, A.W. (1974) Curriculum theory and curriculum practice. In MILLER, G.E. and FULOP, T. (Eds.) Educational strategies for the health professions. World Health Organization, Geneva, 9-17.

WALLIS, M. (1984) Training: the importance of effective programmes. In Judd, P.M. (Ed.) The one that we want: education and training for the libraries of the future, papers given at the Association of Assistant Librarians, Northern Division/Library Association Northern Branch Joint Annual Weekend School at Otterburn Hall, October 8th, 9th, 10th 1982. Association of Assistant Librarians, London, 30-35.

WARD, B. (1973) A rationale for field experience in library education. Journal of Education for Librarianship, 13(4), 232-237.

WESTERN AUSTRALIAN INSTITUTE OF TECHNOLOGY. [1978] Submission for the accreditation of an award from the Institute: Graduate Diploma in Library Studies: part II. WAIT, Bentley.

WESTERN AUSTRALIAN INSTITUTE OF TECHNOLOGY. (1980) Undergraduate courses handbook for 1980: School of Social Science. [WAIT, Bentley.]

WESTERN AUSTRALIAN INSTITUTE OF TECHNOLOGY. (1981) Undergraduate courses handbook for 1981: School of Social Science. [WAIT, Bentley.]

WESTERN AUSTRALIAN INSTITUTE OF TECHNOLOGY. (1982) Undergraduate courses: Arts, Education and Social Sciences, handbook, 1982. [WAIT, Bentley.]

WESTERN AUSTRALIAN INSTITUTE OF TECHNOLOGY. (1983a) Undergraduate courses: Arts, Education and Social Sciences, handbook, 1983. [WAIT, Bentley.]

WESTERN AUSTRALIAN INSTITUTE OF TECHNOLOGY. (1983b) Submission for the re-accreditation of an award from the Institute: the Graduate Diploma in Library and Information Studies. Part II. WAIT, Bentley.

WESTERN AUSTRALIAN INSTITUTE OF TECHNOLOGY. (1984a) Graduate studies handbook, 1985. WAIT, Bentley.

WESTERN AUSTRALIAN INSTITUTE OF TECHNOLOGY. (1984b) Arts, Education and Social Sciences: undergraduate courses handbook, 1984. [WAIT, Bentley.]

WESTERN AUSTRALIAN INSTITUTE OF TECHNOLOGY. (1985a) Undergraduate studies handbook, 1985. [WAIT, Bentley.]

WESTERN AUSTRALIAN INSTITUTE OF TECHNOLOGY. (1985b) Postgraduate studies handbook, 1986. WAIT, Bentley.

WESTERN AUSTRALIAN INSTITUTE OF TECHNOLOGY. (1985c) Graduation ceremony, 1984: Division of Arts, Education and Social Sciences, Perth Concert Hall, St. George's Terrace, Perth, Friday 16 March, 1985, 8.00pm. [WAIT, Bentley.]

WESTERN AUSTRALIAN INSTITUTE OF TECHNOLOGY. DEPARTMENT OF LIBRARY AND INFORMATION STUDIES. (1985d) Handbook: Library Placement, 501: 1985. WAIT, Bentley.

WESTERN AUSTRALIAN INSTITUTE OF TECHNOLOGY. (1986a) Undergraduate studies handbook, 1986. [WAIT, Bentley.]

WESTERN AUSTRALIAN INSTITUTE OF TECHNOLOGY. [1986b] Graduation ceremony 1985: Division of Arts, Education and Social Sciences, Perth Concert Hall, St. George's Terrace, Perth, Friday 22 March, 1986, 8.00pm. [WAIT, Bentley.]

WESTERN AUSTRALIAN INSTITUTE OF TECHNOLOGY. DEPARTMENT OF LIBRARY AND INFORMATION STUDIES. [1986c] Practicum ILS 509. WAIT, Bentley.

WHITE, H.S. (1983) Defining basic competencies. American Libraries, 14(8), 519-525.

WHITEMAN, V.L. and NIELSEN, M. (1984) Evaluating educational processes and outcomes: the macro-practice social work knowledge test. Journal of Education for Social Work, 20(3), 36-44.

WHITHER the new associateship? (1984) U & C+ R Newsletter, 12 Feb, 4-7.

WILLIAMSON, C.C. (1971) The Williamson reports of 1921 and 1923: training for library work (1921) and Training for library service (1923). Scarecrow Press, Metuchen, N.J.

WILSON, A. (1985) [Editorial]. Library Association Record, 87(12), 491.

WILSON, T.D. (1981) A case study in qualitative research? Social Science Information Studies, 1(3), 241-246.

WITUCKE, A.V. (1976) Library school policies toward pre-professional work experience. Journal of Education for Librarianship, 16(3), 162-172.

WITUCKE, A.V. (1981) The place of library experience in library education: trends and current status. Journal of Education for Librarianship, 22(1&2), 74-88.

ZEICHNER, K.M. (1980) Myths and realities: field-based experiences in preservice teacher education. Journal of Teacher Education, 31(6), 45-55.

ZEICHNER, K.M. (1981/82) Reflective teaching and field-based experience in teacher education. Interchange, 12(4), 1-22.

ZEICHNER, K.M. (1986) Content and contexts: neglected elements in studies of student teaching as an occasion for learning to teach. Journal of Education for Teaching, 12(1), 5-24.

APPENDIX I

GLOSSARY OF TERMS

Several terms used throughout the thesis require clarification.
They are listed alphabetically:

Attachment
The period for which the student is placed on practicum in a host library.
see also Practicum

Curtin University of Technology
Until 2 January 1987 known as the Western Australian Institute of Technology.

Department of Library and Information Studies (DLIS), Western Australian Institute of Technology (WAIT).
This is the current title of the Department. It was, however, established in 1970 as the Department of Library Studies. The Institute was re-named the Curtin University of Technology on 3 January, 1987.

Education for Library and Information Studies
see Library Education

Fieldwork
see Practicum

Graduate Diploma in Library and Information Studies
This is awarded to students enrolled in the one-year, full-time qualifying course. A first degree in another discipline is the only pre-requisite qualification.
This award was previously called the Graduate Diploma in Library Studies.

Library and Information Studies Programmes
see Library Education

Library Education
In recent years while library education programmes have generally been widened to include what is referred to as information studies, in this study for the purposes of ease of expression and brevity the term library education is used to encompass the concept of education for library and information studies.

On-site Supervisor
The term used by the researcher to describe the supervising librarian or librarians designated by the chief librarian in host libraries as being responsible for the attachment programme for the student on practicum and for the student's day-to-day supervision for the period in that library.

Participant Groups
see Stakeholders

Placement

see Practicum

Practical Work

see Practicum

Practice Work

Defined by Neill (1975: 83) as that which is "directly related to class assignments." Neill refers to Williamson's comparison of practice work with laboratory work done in the natural sciences.

Practicum

This refers to the experience where students undertake full-time, unpaid work in a library or information service. It has also been referred to in the literature as attachment, fieldwork, placement, practical work, or work experience, but is distinguished from study tours (q.v.).

The timing of the practicum period within courses can vary, as has been the case at the DLIS at WAIT. The variations and the terms used by the researcher to describe each of them follows.

> **End-on Practicum.** An en-bloc practicum period placed at the end of a formal course of study. In this study, a four week practicum extended between the period 18 November and 13 December 1985, for 23 of the 33 graduate diploma students. The 10 remaining students undertook a rolling practicum.
>
> **Rolling Practicum.** A practicum period spread over a formal course of study. For example, a three-day a week (or equivalent) attachment spread over a full semester was introduced into the undergraduate programme for the Bachelor of Applied Science (Library Studies) in 1985. It is not being considered in this study. However, where it is necessary to describe modes of practica that reflect this format of practical experience, the term rolling practicum is used.
>
> **Sandwich Practicum.** An en-bloc practicum period placed in the middle of a formal course of study. In 1986, the graduate diploma students went on practicum for a four week en-bloc period during the mid-semester break. Between 23 June and 18 July 1986, 36 students were thus placed in Perth metropolitan libraries.

Stakeholders

The three participant groups involved in a practicum programme, comprising:

> **Students,** for whose benefit the practicum is organised in order that they might have "opportunities ... to apply some of the theoretical concepts which have been learnt and [given the opportunity of] ... practical experience" (WAIT, 1985a: 2);
>
> **Host librarians,** who agree to co-operate in the programme. By hosting the student they provide the 'work environment' essential to the concept and operation of a practicum programme;
>
> **Faculty** of the DLIS, who teach in the graduate programme which includes the practicum component in the curriculum.

Study Tours

Also referred to as visits and field-trips in the literature. Where these form a component of the curriculum, students are taken on organised pre-arranged library visits. Hands-on work experience is not the object of the exercise; rather, the aim is for students to gain an overall view of the range of libraries and their resources and services. For example, these tours are used by the College of Librarianship Wales, and are fully described in their course outline for 1985.

Topics
The term is used to describe the headings under which comments made by respondents when answering interview questions were classified. The topics labelled specific subjects, issues or attitudes held by the respondents that were relevant to the research questions adopted for this study.

Verbatim Quotations
Quotations taken from the verbatim transcripts made from tape-recorded interviews with the respondents in the study, and cited as data under topics in Appendix V.

Work Experience
see Practicum

APPENDIX II

Graduate Diploma in Library and Information Studies
Course Description, 1985

Graduate Diploma in Library and Information Studies (18-918)

Introduction

The graduate diploma course provides a qualifying course for those who have completed their basic tertiary education and who wish to obtain a recognised professional qualification in the field of library and information studies. Students are introduced to the professional principles, attitudes and skills within the limits of a one year diploma course.

Entrance Requirements

Possession of a bachelor's degree or equivalent approved by the Institute in a field other than library studies.

Duration

The course may be studied full time (one year minimum duration) or part time (two or three years duration).

Professional Recognition

The Library Association of Australia recognises this course as conferring professional standing.

Course Organisation

The course consists of ten units which are spread over two semesters and a summer vacation. The concluding fieldwork component in the summer vacation allows the student, to put into practice in a supervised work environment the theory gained during the course. Students initially enrolled in 1980 or earlier will not need to complete the fieldwork unless they wish to do so.

Course Structure (full time)

	Hrs/ Wk	Credit Points
First Semester		
5200 Library Environment 500	3.50	25
5201 Library Materials 501	4	25
5315 Library Materials 503	3	15
5202 Library Management 501	2	10
5317 Library Management 503	3	25
		100
Second Semester		
5203 Library Materials 502	3	25
5316 Library Materials 504	4	25
5204 Library Management 502	3	25
5205 Library Service Evaluation 500	3	25
5086 Library Placement 501	2*	45
plus 210 hours placement#		
		145

* Two hours seminar per week for six weeks

5200 Library Environment 500

Department of Library and Information Studies
3 hours per week; credit points 25
Syllabus

Introduces the social context or environment of libraries and information centres in a historical perspective and with special reference to Australia. Nature of the communication process. Role of documents in communication. Communication in Australia, in a historical and international setting. Librarians as mediators in the communication process. Libraries and information centres: the agencies and their patrons. Major network activities and problems - AACOBS, STISEC, etc. Librarianship as a profession.

5201 Library Materials 501

Department of Library and Information Studies
4 hours per week; credit points 25
Syllabus

Introduces the main problems in using library materials, the generation and purpose of which are largely outside the control of the library. Nature and purpose of bibliography. Basic problems of document based communication: identification and retrieval of the information carrier: identification and retrieval of its information or message content. Systematic survey of the range of documents in every format: their nature and role in communication; their generation and production; conditions of use; storage and accessibility; document based criteria of selection. Techniques of bibliographic control and organisation.

5202 Library Management 501

School of Mathematics and Computing and Department of Library and Information Studies
2 hours per week; credit points 10
Syllabus

Capabilities and limitations of computers and data processing systems with special reference to library tasks. Types and uses of digital computers and peripherals. File organisation. Flowcharting. Programming and progamming languages. Search strategies. Software packages. Networks.

5203 Library Materials 502

Department of Library and Information Studies
3 hours per week; credit points 25
Prerequisite: Library Materials 501
Syllabus

Collection building and access to documents. The organised collection as the foundation of information transfer. Bibliographic control of recorded information: coverage, scatter, selection, topicality, efficiency. Users' needs and users' information seeking behaviour. Communication patterns, methods of obsolescence studies, citation analysis. Information dissemination. Barriers to communication of information. Students will undertake an individual enquiry in one subject field of their choice. For students specialising in materials for children and young adults the individual enquiry is in a field related to library service to youth and is supplemented by a set of lectures on resources for children.

5204 Library Management 502

Department of Library and Information Studies
3 hours per week; credit points 25
Prerequisite: Library Management 501 and 503
Syllabus

Kinds of libraries and information centres: bases of managerially useful differentiations and traditional distinctions between kinds of libraries. The users and potential users constituency; the funding of library and information services; operations research techniques in libraries. Library sub-systems. Mechanisation and automation. Library personnel and automation. Library users and automation of libraries.

5205 Library Service Evaluation 500

Department of Library and Information Studies
1 hour lecture, 2 hours tutorial; credit points 25
Prerequisite: Library Management 503
Syllabus

The evolution of research and development in the field. The different methodological approaches: the successful, the less successful. Scientific method and its application. Performance measurement: the theory and the practice - promising lines of enquiry. The problems of evaluating services.

APPENDIX II CONTINUED

Graduate Diploma in Library and Information Studies Course Description, 1985

5315 Library Materials 503
Department of Library and Information Studies
3 hours per week; credit points 15
Prerequisite or Corequisite: Library Materials 501
Syllabus

The organisation of documents as a technique of bibliographic control. Principles and methods of bibliographic organisation both of documents and of their content.

5316 Library Materials 504
Department of Library and Information Studies
4 hours per week; credit points 25
Prerequisite or Corequisite: Library Materials 501, 502 and 503, Library Management 501
Syllabus

Principles and practice of bibliographic organisation: subject analysis, indexing and classification of documents. Information storage and retrieval: choice of indexing language, evaluation techniques. Information and literature searching. Search techniques for manual, mechanised and automated retrieval systems; determination of scope of search; search strategies; presentation of findings. Co-operation in information storage and retrieval: national and international plans, systems and services. Student assignments include a Pathfinder and a faceted classification scheme.

5317 Library Management 503
Department of Library and Information Studies
3 hours per week; credit points 25
Syllabus

Nature of the library as an organisation; the library as an "open" social system in a constantly varying technological, institutional and social environment; principles of management, their application to the management of libraries; procedures for organising and managing libraries, relating to the objectives; services, information resources, personnel, budgets, buildings, and performance evaluation. Discussion of various management strategies through problem orientated studies of library situations.

5086 Library Placement 501
Department of Library and Information Studies
210 hours placement and 12 hours seminar work, to be completed during the summer vacation; credit points 45. A student may enrol only during the semester/summer vacation in which he expects to complete the course
Prerequisite or Corequisite: all other units in the Graduate Diploma in Library Studies course
Syllabus

Supervised work experience in an approved library under the guidance of a qualified librarian, with concentration in one of the following areas: collection development, bibliographic organisation, public services, extension services, administration, systems evaluation or automation, or approved special activities. Seminar will include examination of student's role in the organisation, tasks and activities undertaken, interaction with staff and patrons, and the relationship of course work to library experience.

Source: WAIT Graduate Studies Handbook, 1985.
(1984: 40, 136-137).

APPENDIX III

Graduate Diploma in Library and Information Studies Course Description, 1986

DEPARTMENT OF LIBRARY AND INFORMATION STUDIES

Graduate Diploma in Information and Library Studies (18-918)

Introduction
The graduate diploma course provides a qualifying course for those who have completed their basic tertiary education and who wish to obtain a recognised professional qualification in the field of information and library studies. Students are introduced to professional principles, attitudes and skills within the limits of a one year diploma course.

Entrance Requirements
Possession of a bachelor's degree or equivalent approved by the Institute in a field other than library studies.

Duration
The course may be studied full-time (one year minimum duration) or part-time (two or three years duration).

Professional Recognition
The Library Association of Australia recognises this course as conferring professional standing.

Course Organisation
The course consists of ten units which are spread over two semesters. A fieldwork component, during the inter-semester break, allows the student to put into practice, in a supervised work environment, the theory gained during the course.

It should be noted that there is limited availability of classes during the evening, but certain units may be made available on an external basis.

Course Structure (full-time)

First Semester

5819	ILS 501-Context of Practice	3	20
5820	ILS 502-Information Organisation	3	20
5821	ILS 503-Information & Library Service Management	3	20
5822	ILS 504-Information Resources	3	20
5823	ILS 505-Information Services	3	20
			100

Inter-semester break

5824	ILS 509-Practicum	2* plus 150 hours placement	30

Second Semester		Hrs/ Wk	Credit Points
5825	ILS 510-Context of Practice	3	20
5826	ILS 511-Information Organisation	3	20
5827	ILS 512-Context of Management	3	20
5828	ILS 513-Information Resources	3	20
5829	ILS 514-Information Planning	3	20
	OR		
5830	ILS 515-Library Services	3	20
	OR		
5831	ILS 516-Archives Management	3	20
			100

* Two hours seminar per week for three weeks

5819 ILS 501-Context of Practice
Department of Library and Information Studies and School of Mathematics and Computing
3 hours per week; credit points 20
Prerequisite: completion of the Department of Library and Information Studies orientation program
Syllabus
Definition of terminology: the uses of the term 'information'. The operational environment and major influences upon practice in WA. Publishing and the distribution of information in traditional and electronic formats — the role of the creator, editor, publisher or distributor, information professional and user. Likely developments in information technology and the impact on practice. Assessing clients' information needs and the techniques of community profiling.

5820 ILS 502-Information Organisation
Department of Library and Information Studies
3 hours per week; credit points 20
Prerequisite: completion of the Department of Library and Information Studies orientation program
Syllabus
The principles and techniques required to evaluate and process information contained in documents, from the traditional skills of cataloguing and classification to the increasing range of available technology by which information may be organised. The unit is divided into three modules: information systems within the library; indexing principles; and using the standard tools.

5821 ILS 503-Information and Library Service Management
Department of Library and Information Studies
3 hours per week; credit points 20
Prerequisite: completion of the Department of Library and Information Studies orientation program
Syllabus
The role of the manager in library information and archives settings. Current trends in management thought. Communication skills required to work effectively with all levels of staff. The particular problems that are commonly encountered when managing staff in the information setting. The nature of leadership and development of leadership skills. The concept and practice of effective management. The role of staff training and development.

2 ILS 504-Information Resources
Department of Library and Information Studies
3 hours per week; credit points 20
Prerequisite: completion of the Department of Library and Information Studies orientation program
Syllabus
The nature of the generation and transmission of information in its various formats. The influence of the subject discipline upon the nature of communication in the humanities, natural, physical and social sciences. Areas of special interest to Australia and particularly WA. Clients and their approaches to information seeking. The relevance and value of information to them. The range of information resources in all formats. Basic sources of information.

APPENDIX III CONTINUED

Graduate Diploma in Library and Information Studies Course Description, 1986

5823 ILS 505-Information Services
Department of Library and Information Studies
3 hours per week; credit points 20
Prerequisite: completion of the Department of Library and Information Studies orientation program
Syllabus
The development of services in WA: key personnel and organisations. The development of services in Australia, SE Asia, North America and Europe: a comparative approach. The essential characteristics and features of archives, information and library services and the communities they serve. The problems that confront the metropolitan and country services. Co-operation between services in WA and Australia. Probable developments in services. Visits.

5824 ILS 509-Practicum
Department of Library and Information Studies
2 hours per week for 3 weeks plus 150 hours placement; credit points 30
Prerequisite: completion of first semester units in the Graduate Diploma in Information and Library Studies course
Syllabus
Work experience as a junior member of staff rostered to cover the range of opening hours of the service. Duties to be arranged between the Department of Library and Information Studies and the host service.

5825 ILS 510-Context of Practice
Department of Library and Information Studies
3 hours per week; credit points 20
Prerequisite: ILS 501
Syllabus
Legislation which affects practice — copyright, freedom of information, privacy, etc. at international, commonwealth and state levels. Economic conditions and trends in WA and the impacts upon the nature and level of service. The influence of government policies at state and commonwealth levels. Emerging state and commonwealth national information policies. Professional issues in the fields of librarianship, information science, education, computing, archives and records management. The impact of research & development upon practice.

5826 ILS 511-Information Organisation
Department of Library and Information Studies
3 hours per week; credit points 20
Prerequisite: ILS 502
Syllabus
The unit is divided into three modules information systems within the library; cataloguing and classification principles, using the standard tools.

5827 ILS 512-Context of Management
Department of Library and Information Studies
3 hours per week; credit points 20
Prerequisite: ILS 503
Syllabus
The operational context — the parent organisation, government policies and action, developing technology, professional issues. Working effectively with client groups and lay committees. Presenting arguments to senior management on paper and verbally. The problems of evaluating services: the myth and the reality. The measures of effectiveness developed to date. The nature and rate of change in service provision. The management of change.

5828 ILS 513-Information Resources
Department of Library and Information Studies
3 hours per week; credit points 20
Prerequisite: ILS 504
Syllabus
The principles of bibliographic control. Information resources in all formats — their selection, collection and use. The principles and practice of collection development in different types -of services. The process of communication in the provision of effective information and reference services. The development of appropriate information skills. The compilation of bibliographic and literature searches and the preparation of different types of abstracts. The reality of document supply and access to information in WA.

5829 ILS 514-Information Planning
Department of Library and Information Studies
3 hours per week; credit points 20
Prerequisite: completion of first semester units in the Graduate Diploma in Information and Library Studies course
Syllabus
The information needs of the corporate body as compared with individual clients. Holistic approaches to planning. Economic, social, political and technological influences and their impact upon the organisation. Diagnosing the organisational climate. The identification of information flows within the organisation. Ways of improving information flow. Relationships with other professionals within the organisation. Emerging technology. The preparation of information plans and their implementation.

5830 ILS 515-Library Services
Department of Library and Information Studies
3 hours per week; credit points 20
Prerequisite: completion of first semester units in the Graduate Diploma in Information and Library Studies course
Syllabus
The different type of library service and implicit and explicit links between them. The role of professional bodies in this process. The needs of different groups and services provided to them — children, students, young adults, the elderly, subject specialists and the community at large. The range of services to be provided. The problems of access to documents and document supply in WA. Conservation. Changes in the nature of services.

5831 ILS 516-Archives Management
Department of Library and Information Studies
3 hours per week; credit points 20
Prerequisite: completion of first semester units in the Graduate Diploma in Information and Library Studies course
Syllabus
The terminology of archives management the process of acquisition legal and physical problems. The importance of appraisal and evaluation of future use of records and the selection process. The application of principles of arranging archives. Producing finding aids and user services. Conservation of materials. The impact of information technology upon archives management. Archives collections in WA and Australia.

Source: WAIT Postgraduate Studies Handbook, 1986.
(1985: 40, 128-129).

APPENDIX IV

ALPHABETICAL LIST OF HOST LIBRARIES SAMPLED

Agriculture Department of Western Australia Library.

Bassendean Town Public Library and Information Service.

Bayswater City Public Library and Information Service.

City of Stirling Public Library and Information Service.

Cottesloe Town Public Library and Information Service.

Fremantle City Public Library and Information Service.

Fremantle Hospital Library.

Gosnells City Public Library and Information Service.

The Library Board of Western Australia.

Murdoch University Library.

Nedlands City Public Library and Information Service.

Parliamentary Library, Perth.

Royal Perth Hospital Library.

University of Western Australia Library.

Western Australia. Department of Computing and Information Technology Library.

Western Australian College of Advanced Education Library.

APPENDIX V

VERBATIM QUOTATIONS PRESENTED AS DATA

COGNITIVE LEARNING......235

- HOW A LIBRARY FUNCTIONS......235
- WORK OF THE LIBRARIAN AND OTHER STAFF IN A LIBRARY......238
- THE ROLE OF A LIBRARIAN IN A SPECIFIC TYPE OF LIBRARY......240
- CONTACT WITH USERS......242
- REFERENCE WORK......244
- OTHER USER-SERVICES......247
- TECHNICAL SERVICES......248
- MANAGEMENT......252
- COMPARING THEORY AND PRACTICE......253
- EASE WITH WHICH LEARNING TAKES PLACE ON PRACTICUM......256
- RELEVANCE OF PRIOR AND CONCURRENT WORK EXPERIENCE......258
- NEED FOR ON-GOING LEARNING......260

AFFECTIVE LEARNING......261

- ATTITUDES......261
    - Mainly Positive......261
    - Mixed Feelings......264
    - Mainly Negative......266
- REASONS HOST LIBRARIANS' PARTICIPATION......267
    - In the Interests of the Profession......267
    - Librarianship Seen as an Apprenticeship System......267
    - Source of Student Labour: Costs and Benefits......268
    - Staff Development......269
    - Public Relations Exercise......270
- PROFESSIONAL STIMULATION AND ROLE MODELLING......270
- INTERACTION AND COMMUNICATION......272
- SELF-ASSESSMENT AND DEVELOPMENT OF CONFIDENCE......273
- REALITY OF WORK EXPERIENCE......275
- CHECK ON CAREER CHOICE......278
- ASSESSMENT OF EMPLOYMENT POTENTIAL......280

PSYCHOMOTOR LEARNING......281

- RANGE OF EXPERIENCES IN THE PSYCHOMOTOR DOMAIN......281

PREPARATION......284

- PREPARATION OF HOST LIBRARIANS BY FACULTY......284
- PREPARATION OF STUDENTS BY FACULTY......285
- PREPARATION FOR STUDENTS BY HOST LIBRARIANS......289
- SUGGESTIONS FOR PREPARATION......290

ORGANISATION......291

- TIMING: END-ON vs. SANDWICH PRACTICUM......291
- GENERAL COMMENTS AND SUGGESTIONS ON TIMING......293
- DURATION: ADEQUACY OF FOUR WEEKS......294
- GENERAL COMMENTS ON THE ORGANISATION OF THE PRACTICUM......296

1 COGNITIVE LEARNING

1.1 HOW A LIBRARY FUNCTIONS

EXPECTATIONS
FACULTY

51H9-11: some employers, I am sure, hope to get something in the way of actual work...might prefer to give a basic task
51H16+: the reaction from a lot of people I spoke to was, there was some job hanging around for a long time, not necessarily a nasty job, but one that was time consuming but one they would be glad to have the student to do

52A18-19: hope they will get an idea of the whole range of library operations
52A19: expected that students be given it [project work]
52B15: not in favour [of students being given projects on practicum] - we can give them projects here
52B16: how the workplace operates

53I12: seeing the library and information service as a whole
53B13: the reality of what goes on in libraries
53C20: range of experiences

54A6: difficult to visualise without actually
working in a library

55A1: to get a chance to see libraries operating - a worm's eye view
55G6: against the idea [of project work]

EXPECTATIONS
HOSTS

21aB3: show how things work

25B27: get a picture of the range of things that go on in a library

26E5: an insight into how the library works, a reference point they can use later on
26aA2: an idea of how the library functions, its purpose and its aims

30C4-5: that concepts learnt is just the start, to get a feel for what happens

31A5: deliberate policy to expose them to everything
31A29: how it functions day to day, eg mail delivery
31B1: experience in an operating library

32A23: very, very difficult to give hands-on...of all aspects of library functions...therefore smaller areas in depth
32A28-29: rather than show them everything one tends to show them smaller areas in depth

33B4: [she will] observe the range of duties- but practice at more a technician level

35aA4-5: [the practicum] adds a lot of fine detail which can't be learnt from books. There is a great deal of value in being part of the daily routine of a library which... is hard to cull from a lecture or a book

36A12-13: [We] draw up programmes so they are exposed to all elements of work in the library
36C7-8: puts them a bit under pressure
36cA2: overview of our collection
36cA6: they should get an overview of the scope of our functions and some idea of the content and format

40D12: initial exposure to workings of a library
40D17-18: to see various sections in a library and how they all interact
40bA11: they've got to have some practical experience before they can really understand what libraries do

41C26: [we] raise quite a number of varied issues with them...[which we] wouldn't with new staff [in the first four weeks]
41aA22: involving them in the real work
41cE27: I hope it will come alive

42A2: there is a need to provide library students with some practical experience in an operating library
42A6: how a real library works

EXPECTATIONS
END-ON
6A8: in a small special library the opportunity to see the whole range of activity

8B2: an opportunity to pull all the things together..to be on the spot to see the interrelationships between the departments
8H22: you actually absorb more if you are actually doing a process, than if someone said...

14A8: because each library is different, getting to know even how one library works would help a lot

EXPECTATIONS
SANDWICH
61C21: [to] observe the whole range of operations

62A2: I hope to see and experience how things actually are in a library,... now that I've been told about them, to see how things actually work

63A5: you can get an overview of all the operations

65A14: an overview of how a system works

66B22: I use the library and have seen it from one side. I would like to see the inputs, from the other two-thirds of the job

67A12: you'd see to some degree the whole range of services

68A22: how a system operates and how a library functions
68B8-13: you are aware of looking at cards as a user, but you are not aware of all the elements, only of your particular requirements. If you worked in a library and people asked you questions, then you would be more familiar

69A10: ... better able to do this [see all aspects] in a smaller environment

70A25: I was told by other people that [state-wide service named] would be a good thing because you would get to see a broad area
70C3: I hope I will get to understand the working of a library

71A8-10: have used public libraries...Thought I would go to one I had not had anything to do with
71B7: a knowledge of how a library works

72B2: an appreciation of how the system works, in a special library situation

73B2: I am the sort of person who would be involved in what is happening. I would not like to think I was to be delegated to a very small section and [think] that was my lot. I like to be involved in the whole range
73C23-25: main interest is experience in co-ordinating things - how to cope with the whole range of library operations

OUTCOMES
END-ON
2H11: just the little things, seeing how a library is run
2H15: seeing the tasks of the entire staff really brought it together as a functioning group
2K21: I [did a lot of cataloguing], about three or four days, but I tended to follow it right the way through; I would do it, type up the cards and process the book

4E1-3: [saw the inter-relationship] mainly by asking them how the exchanges went, sending books back and getting new books, procedures and tasks I did in that connection
4E6-7: they made sure I saw every little task...They were willing to make sure I saw every little task that they performed
4D20: how the the library functions and its interaction with the Library Board [stands out most]
4F13: saw how the Library Board and public libraries worked - what actually happens

6A4-5: I learnt to do actual operations. I learnt some things I did not learn on the course
6A30: library environments are different
6C2: saw the purchasing of journals, budget planning

8A5: that I could take an item from the beginning and march through the whole process with it...Consequently, I saw things in sequence, and I saw the whole system. It was terrific
8D20: just seeing how the whole system pulls together
8A11-13: got to do a whole variety of things...Didn't dream that I would get to do as many things as I did

9A2: put everything into place - the little routines, procedures
9A19-21: saw a variety of operations in a larger library than I am used to, more than just trade catalogues and pamphlet cataloguing

11A1-3: I learnt all about the operations of the library that I did not know before

12B1-3: got a hand doing a lot of things...It gave me an insight into all their operations
12I5-19: [was given the responsibility of a task in] collection development. Once we determined the criteria we had to follow, it wasn't that difficult...It was quite interesting working through the whole process

OUTCOMES
SANDWICH
60L19: I thought working in a library would be very slow but it was nothing like it
60L20-22: everything had forms and codes and steps as to how to do things. It is all set out; you can't bypass any system; it all has to be done by the procedure, or things would just get lost

61C5: I gained a good idea of what an automated library is like
61E21: I got a really good idea of how things operate
61E29-30: a lot of people who do library studies just do not know what goes on in libraries
61F1: [the practicum] has given me an insight into that type of library

62G4: on the job it was very useful because you can actually see how it works
62G14: better idea of what happens behind the scenes. I have seen how things happen at the counter

63F1-3: I learnt how one law library runs, I suppose...how a clerical assistant helps run a law library

64B26: it didn't show me how the library worked
64F7: I wanted an overview [and did not get it]
64F14-21: they didn't really explain the organisation to me...I never really understood the organisation... sometimes when I asked she would explain

65G9: saw most of the facets

HOW A LIBRARY FUNCTIONS

66E24: I managed to cover the whole of the operations of the library
66G10: ...it [the public library] was always busy, always on the go
66H8: came out appreciating the different levels of operation

67C21: bit of everything, really

68C2: saw an actual library function
68C9: I did look at all aspects
68F3: saw how acquisitions were treated at the other end

69E1-2: I was given a lot of good jobs which I enjoyed doing
69J4-5: following through the whole enquiry, did this three-four times

70E17: was with a different staff member each day...They showed me their jobs

71E1-6: I got a book and went through all the steps with it

73A2: I learnt a lot just how a library is run
73E6: fantastic the way everything flowed so smoothly
73F12: saw the importance of how a library functions and the importance of informal networks

73G24: [gained an] insight into everything

74B5: I liked it because there was a variety, [from] book covering to being on the desk

1.2 WORK OF THE LIBRARIAN AND OTHER STAFF IN A LIBRARY

EXPECTATIONS
FACULTY
51C28: I want them to appreciate how much today your ideal way of dealing with the situation for your reader is constrained by networking and the need to fit into centralised organisations
51C34: there are librarians out there that are compromising all over the place

55A13: so that they may look critically at what they see

EXPECTATIONS
HOSTS
21A4: realistic attitude to work done in libraries

22A3-5: postgraduates...come out as professionals...expect and want to do professional work...If [they have] no experience...[they are] floundering

23A19: up to hosts to get students to understand the work that the librarian does
23B13: she will be serving the public

26aB34: there are not the hierarchical tasks you get in academic libraries; if you had that sort of set-up you wouldn't get the job done

30C1-2: a more realistic idea of what working in a library is like, what working is as distinct from just working in a library

31A3: if they go into a small library they have to do bits of everything
31A27: to find out more about librarianship

34A7-16: to appreciate the different types of library they might work in, the different types of settings
34A13+: we need people who are a lot more adaptable, who can turn their hand to a lot more tasks, [to] be prepared to drop something and move into something else if the need arises...flexibility [seen as a requirement for the job of a librarian]

35A6-8: a better idea of what library work is all about ...[how it is necessary to] work in a team
35aB6: [it is] a good thing to have the new professionals who are more in touch with current thought

36A20-31: student will get an understanding of what it is like to work in a library...that you are not the great big professional, that they are just there to serve
36A23: that all work is not professional...that in a real life situation they will have to do a lot of things that is not regarded as professional
36B12-13: ...main bone of contention that students have come to us in what they consider to be professional tasks and what is not
36B22-27: this is what I think the library course in past years is not getting through to them, it is making their ideas too high class. They are expecting to come out as the big boss and do those very exciting things. I don't think they are made aware of the routine and the mundane

40D13: most people see the front desk and think, "every librarian does that"
40aA2: gain some experience of the real life situation, why they are there and what they are for

41D19: ...hope that they go away with a more realistic sense of what librarianship is all about, than they get in their course

42aA1: I think all of them end up having a more realistic view of what library work really is

EXPECTATIONS
END-ON

4B12+: I think in some areas an apprenticeship system would cover the training quite well, although librarianship is moving and diversifying so fast I don't think it could cover it all...the practical side could be better handled in the library

8B4: to be on the spot to see the inter-relationships between departments

9A14: would like to get down and understand under supervision...what people do

14A7: I think librarianship could possibly be an apprenticeship system

EXPECTATIONS
SANDWICH

61H1: [to see] the type of people that work in libraries

62A8-9: how people operate in a subject area. Do they act as I do, or do they do something else?
62G7: [perception of the role of the librarian] I have not thought of this question before

63A14: [to get] a better idea of what I'm doing

66B21, B28: ...to pick up the general way a library is run...have realised that it is not always possible to get the right sort of book...inadequacy of book coverage; that's something the librarian has to contend with

67B9: just what sort of work a librarian does
67F10: information needs that you need skills for

68A24: what different people do, what different sorts of jobs are available: mainly relating to other people in the job situation
68B1-7: ...a practical functioning point of view... and how restrictive each area is...[that's] what I am interested in

70H1: [the role of the librarian would be to] provide information, I suppose

71A14+: I am starting with the clerical assistant, then working my way up to a library assistant, so I'll be doing a lot of jobs, a variety of things
71D9+: a clearer idea of what being a librarian is all about

73A8-12: I am mainly looking to see how a particular personality behaves in a situation...In how she co-ordinates everything for the range of people she deals with
73D19: able to observe the librarians in action

OUTCOMES
END-ON
2E15-19: everyone fits into their own little box. There were definitely lines of authority and delegation, but people were willing to do other things. There was no professional/support staff hierarchy; when I saw the size of the place, there could not be anything else. Everyone [was] treated like human beings; I liked that
2H14: seeing the tasks of the entire staff

6C11-12: inter-relationships in the [state-wide service named] sections

8B9, E15: saw the role played by other staff in the library
8E7: I was surprised at how much of the job is done by people who are just clerks

OUTCOMES
SANDWICH
61C21: the tasks that people do I found interesting

65B16: got to see what their jobs entailed
65G24: I saw what they were doing, so I did still get an idea

68C13-22: trying to distinguish where roles started ...more difficult than I thought

69M10-12: [librarianship] a service industry, a point from which ...[to] go and come from

72D9: I thought the work would be more professional
72D14-18: there was a lot of attention focussed on clerical routines...at the expense of the professional endeavours
72D27-29: I was thinking there should not be an overlap between clerical and professional

73D20: I was able to see how she co-ordinated everything, which she did extremely well
73E1-6: it takes a special sort of person...She made the job look easy...
73F18: clients came first. She would get rid of acquisitions and cataloguing very quickly and efficiently so that she could spend time with the clients

74A8-14: professional/non-professional jobs not very clear-cut because of staff turnover

1.3 THE ROLE OF A LIBRARIAN IN A SPECIFIC TYPE OF LIBRARY

EXPECTATIONS
FACULTY

EXPECTATIONS
HOSTS
21A3: a knowledge of the public library system

22A14: an overview of what we are trying to do and what in our case a public library service is all about

23A1: ability to specifically see the difference between special and public library
23A7: acknowledgment that there is the view that if you are going to be a real librarian you don't work in a public library; a better view of the work in a public library
23A10: better overall view of what is required of a public librarian
23A12: hope they get to see how the Library Board works and the public library in it
23B10: ...a good overall picture of what public libraries do

24A4: the tremendous amount of practical experience one needs...in a public library

25A23: I think perhaps they can see what people get from the public library, the pleasure...and the frustrations

26B25+: let's be frank. Unless you are a public library person, you feel that public libraries are beneath you...There is a very definite thing about public libraries; unless the student really wants to be in [one], they will feel a lot of the tasks are beneath them
26B30: in a public library you have to be jack of all trades and master of all

33A2 : [that they see] how this medical library runs

34A5: ...that they will learn about the special library setting...appreciate differences [compared with] other types [of libraries]
34A8: different qualities required of a special librarian

36B29+: archives is a specialised field, pernickety...A special temperament [is required]
36C7-9: to get an indication of what it is like in a short staffed library

EXPECTATIONS
END-ON

EXPECTATIONS
SANDWICH
64B10: special libraries...the direct way of providing information interests me

66A7-10: to gain experience working with children in a public library
66B11: to gain inside knowledge of the ethos of the public library service

67B2: to know what it is going to feel like being a librarian in a public library

72B2: how a special library runs within a larger organisation

73A7: how the personality behaves in a special library

OUTCOMES
END-ON
2D11-12: I think I saw more clearly how networking works; it's just a matter of ringing up someone you've met six months previously, asking for a favour and then the favour is returned

4C17: saw the role of the public library in the community

6A22: found the library work challenging - work in a special library difficult

14A11-15: an insight into how [state-wide service named] works...the restrictions...in that way it has been useful

OUTCOMES
SANDWICH
63F19: [did not get an idea of how a special library works]

64B31: I would have liked to see how the library is used by the company
64C3: [I] assumed what was being done, but never knew
64E10: I don't know how much professional work there is. I did see the lawyers speak to the librarian, but a lot of the time they went straight to the shelves, knowing where to find what they wanted

THE ROLE OF A LIBRARIAN IN A SPECIFIC TYPE OF LIBRARY

66D8, G14: I did very much enjoy working in a public library situation
66D11-14: I found quite incredible what people were after in a public library situation
66D16: [surprised] at how popular non-fiction was

68C3: saw all operations of a tertiary library

69E22: a lot of people come in, and it's all self-service. They get their books themselves. It's a very easy system. If they have a question, they ask [the technician]. She very rarely refers it on [to the librarian]

73D22: it differed from my previous experience...in school libraries
73D24-27: specialised library with librarian under a certain amount of pressure
73H1-4: the client group being served was different from handling a group of teachers or students. This group [of users in a special library] was very demanding and very professional. They knew exactly what they wanted

74B12: [surprised at the] extent to which [this] type of library [public] is used

1.4 CONTACT WITH USERS

EXPECTATIONS
FACULTY
51B18: visits are an unreal sort of thing...you don't have any idea of what really happens when a reader comes in
51I19-24: I do not feel that there are certain experiences a student must have on practicum...[But] I would make the exception...I would like to feel that on practicum they would have dealt with members of that client group...and not be kept in the back room all the time
51E21: want students to appreciate the library from the reader's point of view

EXPECTATIONS
HOSTS
21A9-13: very, very important side...To find out what people want is...the most important thing
21aA4: ...how they [users] ask you things
21aA2: being able to relate to the public

24B8: I am assuming that she will be okay with members of the public

25A18: ...the feedback one gets from the consumer

33A13-19: borrower contact part of the programme
33C17-21: they get a certain confidence with borrowers...The funny queries that such a person [rostered on the desk] has to answer is probably what it [the experience] is great for. Because often they work at the desk all the time

36A20+: I think the student will get an understanding of what it is like when you are serving the public and you have someone waiting. You can't turn around and say, "Come here, slave"...You have to do whatever is necessary at the moment

EXPECTATIONS
END-ON

EXPECTATIONS
SANDWICH
62A11: [hope to be able] to handle the public

OUTCOMES
END-ON

4I29: [I did have more than two enquiries] but they were only little things...Like where are books on...

6A31, B2: I think doctors are very polite; I think public library users might be more difficult

8D7, H8, K11: I had occasion to help several students...but for me my user was still abstract...Had I been there at a busier time [would have had greater opportunity]...I did really enjoy the reference questions that did come in
8K14-15: a fellow came in ...had to do some [field] research on education...He didn't know where to start...Now, those things I knew something about

9B2, E1: I enjoyed showing people round the library...that was the easiest
of enquiry...if I got on the wrong track...I hope to be able to ask the right questions to find out what the person wants
9C1-3: ...there are various lines [approaches one could take in answering enquiries]
9E1-9: the easiest was when people came in and wanted to know how to use the library...Every time they had a new course, they had people coming in

11B12, D15: did not speak to the reader myself...she was coming back next week

12B21: I did get a few [enquiries] when I was on the circulation desk

14D9: a lot of the questions were face-to-face contact

OUTCOMES
SANDWICH

60F22-44, H3-25: they would tell me what they wanted, and I would ask them if there was anything specific. That usually got rid of 90% of what you did not have to look for...I did hundreds of subject requests. The first 50 or so it was very slow process, then I realised ...the more direct route
60G9: [found that the] personal enquiries were more of a challenge

61D3: no, [I didn't do any interviews]...the librarian would fill in the form and pass it on to me

63D6-9: they knew where things were so there was not much contact; the greatest contact was when they would ask me to take the box [of photocopying I was working on] off the photocopier

64B29: I would have liked to have contact with readers

65C14-16: I did not get to do much professional work at all. I just got to direct people around the library, and answered how to use the catalogue enquiries
65C17-24: patrons would call out to whom they knew for help; they would not ask me
65G4: I would have liked to have some readers actually ask me questions

66I20+: I found...that I wanted to get people self-sufficient. I would say, "Right, this is what you do..." and take them through the steps. I found I could spend the time [to show users how]

67C24-26: [reference work] no, not that much...The library users...would go straight to [the librarian] [I answered] a few telephone enquiries

69E6+: my desk was at the back of the library and the library technician's was up front...Only when she was off doing something else was I able to get up to the front, so I found that very disappointing

70E13-21: no [did not get the opportunity to have contact with users]

71C25: hardly any at all [contact with users]
71G8: [readers] usually avoided me...till the fourth week [when they began getting used to me being there]

CONTACT WITH USERS

72I2-15: actual reference work...[implied that she did have reader contact]

73H12-14: if they had particular questions they tended to ask [the librarian] or ring her up. I got [to answer] location requests and practical questions

74A3: I got a lot of experience dealing with people and staff as well
74C2: I liked working with the public, helping people

1.5 REFERENCE WORK

EXPECTATIONS
FACULTY
52A4-6: I realise in their practicum work they won't be put on the reference desk, but I hope they should be assisting reference librarians, but I don't expect they will
52A10: to see how reference works fits into the...whole range of operations
52B17: how the reference process works
52D10: [for] reference work, [students get] one two hour role playing session [in the classroom]

EXPECTATIONS
HOSTS
21B10-15: ...I've seen students who have never worked in libraries at all...it can upset their ability to be able to cope professionally with, say, reference questions

31A6: experience with reference enquiries are filtered
31A7-8: student given [enquiries] it is felt he should be able to handle...[for] those, he is not given much help if he should know where to look

33A18-19: [they] see how it gets done, but don't actually do it themselves
33B5: we show [them] one manual and one on-line search

EXPECTATIONS
END-ON
12F5-6: we only had one two hour slot; if they could work out a way to give us more [practise], it would help

14A17: [what I might get from the practicum] I think it is the research side of it

EXPECTATIONS
SANDWICH
62A12-14: what you do when they ask you questions. What are the actual lines of information searching...Just...how it actually works

OUTCOMES
END-ON
2A17-19: I did maybe only half a dozen reference questions and that was just quick things on the phone...a little bit of on-line searching. They do not have a subject catalogue, so that makes it very difficult. I asked about one thing...was told it was in such and such a place. I asked if there was anything to tell me it was there; I was told, "We just know where it is"
2G4-11: they use on-line searching a lot [because they have no subject catalogue]. They find out the author and title, on-line, and then they access their own catalogue
2H4+: one search I did, a member came in looking for a consumer report on whipper snippers. He said it was definitely within the last 12 months. So I looked from 1982-1985, [and] found it was actually in 1981; so in that case it showed one has to draw out the years a little bit more
2L1-7+: [strategy used] that was quite difficult, because they did not have a subject catalogue. I had to go by what other people told me. The reference book [an internal staff manual] I was given did not actually tell me where they actually kept the materials
2L16: [they use ABN, but] they tend not to have a strategy, just turn on and go

4A6: [I did some] subject requests
4A21: [there was] a touch of reference work, but there were so few questions
4B19: I did not expect any reference work to speak of and there was some
4E21-25: a man wanting something on bookbinding and decorations and designs...At first I thought, gosh, I am not going to find anything, but they [library staff] gave me little hints. We found something through the terminal at the Library Board
4F23: in the reference question I knew I needed a bibliographic tool [but] where they were I wasn't quite sure. I knew how to approach it because of that [the library course]; I knew what I needed to find

6A5+: learnt some things I did not learn on the course; like information dissemination...
6A15, B25: reference work was difficult, it was difficult to pick up the medical terms. I could not understand the question because of the lack of knowledge of the terminology. A great number of questions is asked

8C2+: sitting at the reference desk was quite an eye opener
8C26: [some of the reference encounters] I enjoyed, some I did not
8C27: found I was judgmental about questions I was asked
8D10+: I was quite surprised at the students expecting and getting as much [information service] as they did get...I never used a tertiary library like that
8E22-27: I know the things I use, but I did not know the things you can find out with a good set of reference materials...Or that good reference people spend time scanning and making note of things that might be required before they [get] indexed [in indexing journals]
8K14-15: a fellow came in...he had to do some research...He didn't know where to start...Now, those things I know something about
8K18-22: there were a couple of education questions. There was a lot there in the library that we did not cover in the course. Most of it was straightforward [such as the use of] CIJE. [But] I discovered lots of different ways to use it
8K22: it surprised me that they [reference staff] were using encyclopaedias more than I ever used

9A12: spent two-thirds of the time on reference and cataloguing
9B1: I realised that I enjoy reference work

11B7-11: I also did research looking for posters, on the shelves, in the enyclopaedias
11D15: yes, I had to research some topics, look in the catalogues; they just told me how to do it. There are times I knew how to do it, so I just did [it] myself; which time I did not know, I asked

12B12: with the reference questions, they did not have enough people coming in
12G4: a foreign student came in...I could not work out what she meant...She got a bit annoyed; there was nothing much else that I could not handle
12F7+: the first question I knew nothing at all about; the first thing I did was to check an encyclopaedia
12J5-13: I had a high point, someone wanting something by a science fiction writer...I checked the catalogues and wandered up and found it; they [the library staff] were quite pleased to see it

14A9: [got research experience] within the limited period that I was there
14B1: [what stands out most] the handling of reference questions...because we did a smattering of theory in the class, none of which is a lot of use when you are thrown in
14D1-5: I was on the desk three shifts a week, first week on with two others, then I was one of two. There was always someone to fall back [on] and ask. With most of the queries I checked [the answers I was giving] with the librarian, before I let the person go
14D14: the telephone enquiries are the ones that really flummox you. When someone is there you seem to be under less pressure...but when they are on the telephone there seems to be some
14D32-34: [the on-site] supervisor showed me a batch of ...subject requests...[He] told me how they had been completed...so I had a good experience that way
14H27: of the library skills [learnt], the reference work [stands out most]

14I8+: I remember an instance when a guy came in wanting a book on Gilbert and Sullivan. My first reaction was, it's not going to be here...I checked in the catalogue...and was in the process of explaining to the user that it was unlikely to be here...but he said he had used it in this library before...I was about to refer him to a music library, when he came up with the crucial information that the book was a collection of clippings from the West Australian

OUTCOMES
SANDWICH
60G1: those on the phone had a better idea of what they wanted and could get it out better. Those who came in had difficulty in framing their questions

61C4-5: I did a fair amount of on-line searching
61D1: found my background in science useful in reference work
61D7-10: [a request for an annual report was] ...straightforward...matter of going there and looking
61D11-17: the method that I used was to go and look in all the indexes until I got to an appropriate one...I think indexes are all pretty similar

62A12-14: what you do when they ask you questions. What are the actual lines of information searching...Just how it actually works
62F18-20: you have to know what reference works exist...then I worked it out from there

65B2: I liked the subject area...found [my subject degree] a great help
65D1-10: I watched [the library staff], then did the same ...process used for manual searches
65H6: the units I complained about most were the ones most useful to me on prac., like...Information Resources

66I15-30: did get the chance [to do some reference work]

67C17: I wasn't allowed to do reference enquiries

68C7: did a bit of reference work
68D22: I think I would need to learn more about the different tools very well, then I'd have a better idea of where to be looking
68G14: to find the right answers was challenging

69D15-E12: [no opportunity to use experience and the subject specialisation I had]
69F24: have become more aware of educational tools
69H25+: if someone comes in and asks for reading problems in children in primary schools, you've got to go to the shelves. You've got to know your Dewey numbers and look on the shelves. Then you look in the title catalogue, and start by finding titles that might start with the word reading, and hope to find a lead. I was stunned!
69I1-5: the first few days...people would come in and say, "Have you got this or that?" I would think, "Oh, I don't know!" Then I realised I could go and look up the schedules, and go to somewhere
69J7-11: a lot more of the reference work [was for] people coming in and following through their whole enquiry. I did this probably three or four times...Finding out what a person wants, knowing where to go, finally coming up with an answer for them. I did that a couple of times

70E20: I answered a few phone enquiries. Mainly what they do is take the person's number and call them back
70E22: I had the advantage of knowing the subject area [in answering reference enquiries]
70F3: [required to] prepare a search strategy, [there was] nothing on the course that helped

71D1-3: they [the library staff] all went to a meeting. A few people came in, I had a few phone calls. If it was too difficult I took a message; otherwise I managed quite well I thought
71D4: [got enquiries passed on to me by the librarian] she showed me where to look
71F25-26: [it was an] engineering library, I had absolutely no idea about the subject...Often the librarian did not either

72C12-25: would have liked to have answered reference questions slightly differently...I felt they [the library staff] could have gone a little more beyond what they had
72D29-31: I discovered that it was quite exhausting being on the reference desk for any considerable length of time; I didn't even realise that it would be
72D31-34: work on the reference desk comes across in a completely different way
72H32: to me they just stopped short of where they ought to be stopping [in answering reference enquiries]
72I7: they [supervising staff] would come back and check, "Is everything all right?" if I answered the telephone, and while I was talking to the reader
72I21-22: really need to have some knowledge of the area...although you can't be knowledgeable in all areas of music either

74D5-8: we first go to the catalogues to see if the book is there, then we checked other sources
74D11-12: I checked in one [reference source], then if it was not there I tried another, but I knew I had to look in that area
74G2-7: there was a lady who had a bit of a title. I knew I couldn't get it from our catalogue, so I used the Library Board system. Then I went to BIP, then to BBIP, and then I found it

1.6 OTHER USER SERVICES

EXPECTATIONS
FACULTY

EXPECTATIONS
HOSTS

EXPECTATIONS
END-ON

EXPECTATIONS
SANDWICH

OUTCOMES
END-ON
2A15: they have a reader's bulletin. I annotated quite a number of articles for it
2A19: a little bit of on-line searching...they don't have a subject catalogue
2J18: I think the easiest thing, and I really loved it, was annotating the articles. When I looked at it at first I thought, "I can't do that"! Then I realised you don't have to read the whole article...and worked it out, [then] it was fairly straightforward

6A13: SDI is quite important - the librarian spent most of her time on it

8K10: I enjoyed verifying and tracking things down

9A7: did an on-line Medline search

OUTCOMES
SANDWICH
60D8-10: I was always doing something different. It was good, using different tools. What I was doing on-line was great
60D11, D17: watched a DIALOG search

61E10, C3-5: I did a fair amount of on-line searching so gained a good idea of what an automated library was like

63E4: no, never did any [on-line searches]

65C25, E12-13: made the plan, and observed the [on-line] search
65E19: when I was doing interlibrary loans [I saw] a direct relationship [with] the bibliographic tools [we learnt about]

66D18: I did a story telling session

67C17: did checking of interlibrary loans

68C25-28: I did wonder if there would be a great deal of use for the bibliographical checking and cataloguing. [Found] that it was absolutely vital to any of the areas I looked at

69F2: I did some bib searches
69F3: did a DIALOG and AUSINET search

70F5+: they make out lists on topics for teachers to use as a comprehensive bibliography on the subject; I did such a list on water

71D6: no [did not do any on-line searches]

72C3-11: internal policy tended to curtail service to the patron

73F10: observed [how on-line searches were done]
73G25: responsible for SDI

74C6: I helped with the FILLS systems [interlibrary loans for fiction titles]
74D8: I sort of knew the indexes. I was shown the first time where things were

1.7 TECHNICAL SERVICES

EXPECTATIONS
FACULTY
50A17-22: they are expected to do any work typical of a junior professional...There is a list of professional duties so that they get some idea of the range, but I also state the range is not prescriptive

51H21: it doesn't matter if they don't get cataloguing experience
51K5-8: I still believe that everybody has got to understand how the catalogue works, Dewey and LCSH...to be a good reference librarian
51J33-35: I hope they could evaluate a [classification] schedule to see if it is really workable or not

EXPECTATIONS
HOSTS
31A12: [they are] given descriptive cataloguing to do

32A6: [they] won't be doing classification...[only] all the routine work

41E8: I suspect we would have to teach them a lot of fundamental things about cataloguing on ABN [Australian Bibliographic Network]
41bE16: it's always a shocking reality when they come down to putting it all together...for a real mix of material
41bE20: no substitute for the real catalogue...with its idiosyncracies

EXPECTATIONS
END-ON
11A2: I want to learn cataloguing

OTHER USER SERVICES

EXPECTATIONS

SANDWICH

63A8: I might find I love cataloguing; I don't know, I will have to try

65A4: [I was told I would be] cataloguing archives on-line

72A20: [hope to see] specifically professional activities, cataloguing and classification, budgeting, stock, equipment

OUTCOMES

END-ON

2A14: I did a fair amount of cataloguing, yes
2A17: I did a little bit of classification
2F4-7:...everyone has their own version of how they do things; I found that a little bit difficult. In the cataloguing I have got all the correct punctuations in my head, and to start adapting it and put in what I thought to be wrong punctuation...took me a while to get used to doing that
2F12: they are thinking of automating in six to twelve months; they might be more particular then
2F20+: sometimes they put all the authors [and] sometimes they don't bother; sometimes they put in series, sometimes they won't bother to put in series...And sometimes if there is a chairman they will put him in, and that is something I always understood that there had to be a description of, if there was an added entry for it [it is not always made]
2K1-7: [the most difficult] perhaps the classifying. Classifying and I are slightly blocked. Cataloguing is fine...I sat there and read Dewey and put all the possible numbers down...the cataloguer said she was quite pleased with them
2K23: I did not do much classifying till the last couple of days because I specifically asked if I could

4D9-11: [visit to Circulation Section] well she meant to, but she forgot about it, so I missed out
4E16: someone donated a whole lot of Dutch books, so they [the on-site supervisors] thought it [cataloguing] would be good practice [for me]; - and they didn't want to do it
4F7: I suppose they cheat a bit and use the Library Board subject catalogue. It was a definite prompt; anyway, it got me started
4F16+: [practicum supplemented] Dewey classification and cataloguing
4G11: had to put the value on some old Dutch books. I didn't have a clue, so I thought if I were having a jumble sale it would be $1.50. They said, "That's fine"
4J7: [most difficult] probably the cataloguing and classification, because it wasn't strictly as per AACR2 and there were little things I wasn't sure [about] how this library did it

6A5+: learnt some things I did not learn on the course, like...accounts, purchasing of journals and books
6B6: [the way they did] cataloguing was the closest to what I had learnt

8A15: from original cataloguing, to putting it into ABN
8A1: I didn't dream that I would be doing as much as I did, from doing original cataloguing and putting it into ABN and getting to verify it myself and so on, down to the labels on the spine
8B11: saw the gap between ordering books and seeing them on the shelves
8C22: I found that I quite enjoyed cataloguing...I feel more confident about classification and subject headings
8G1-7: on practically the first day I was handed a pile of books and someone said, "Why don't you have a go at these?" and I thought, "My God, and I didn't even bring my AACR 2, what do I do?"
8K6: [the hardest professional task I had to do was] serial cataloguing

9A8-12: spent one-third of the time organising the Resources Collection. [I] used common sense mainly. [The other] two-thirds of the time [spent] on cataloguing and reference. [I] was able to use what I had done theoretically
9B3: a bit of cataloguing would be okay, but not full-time though

11B3: to check pamphlets one by one to see if they are in their proper place, [to see] if [they needed] repair, etc. etc.

12B5: at [academic library named] they don't use Marc format, so that's at least one difference I am aware of
12D1+: the cataloguing [especially sank in]
12I2: cataloguing required me to concentrate

14B12: I saw the ways Library of Congress can be modified and dealt with in a particular library context. I think that is one of the most important things
14B17: [straightforward adapting the rules to the practical situation] yes and no, yes and no
14B20: the routine was that I would catalogue one batch and the supervisor would check them over and make corrections...If there was any problem understanding the corrections...I could talk it over with her
14E12: saw the nature of an authority file which is difficult to get a hold of [in theoretical terms]
14F4: I found that much to my shock I quite enjoyed cataloguing
14F11: indexing is quite interesting, so I found that a lot of library jobs that are stereotyped as being dull and boring can be quite interesting, depending on the environment

OUTCOMES

SANDWICH

60G12-17: for me the most valuable units were the... cataloguing unit...I did wonder at the use of [it]...[but] found that...[it] was absolutely vital to any of the areas I looked at
60K14: just the subject indexing of the "how-to-do-it, self-help" collection

61E1: had to do some cataloguing
61F19-26: for cataloguing on-line it was pretty straightforward; being familiar with the tools, getting the information off the page and then plugging it in

62F9-11:...have an idea how classification schemes are formulated...Even though you had not seen the particular scheme before, you could see the logic

63D11: nope, [they had] ABN [Australian Bibliographic Network]
63D33-36: [the fieldwork co-ordinator] sent a list of what we could do...and among the list was cataloguing. I did very well in cataloguing; it was my best unit...They have masses of cataloguing clogging up everywhere...At least I could have done some of that. They do it on a worksheet before going onto ABN [Australian Bibliographic Network], so he could have easily checked it
63D34+: I would have liked to have done cataloguing

64B13-25: [did an] indexing [project]. I looked up the subjects for the documents
64C8: no [chance to do cataloguing]
64C8: I did not go through processes like acquisitions
64C17:...to some extent using AACR2 format [for indexing of documents], that's all
64E15: [relationship between practice and classroom] yes, like cataloguing
64E18-21: no shelf numbers, no real catalogues [for their book stock],...which we were told is important

65B7: I was not looking forward to [cataloguing], but still had to do that. I enjoyed it and that encourages me
65B16: [did] weeding [as a project]
65D12-15: [knew I had done a good job] when I produced a catalogue entry and she did not have any improvements to make on it. That was terific
65E3: the [library's] catalogue [was] essentially brought down to [the needs of] the reader. [She believed] that [the] user should be able to use the catalogue
65E18: [I saw what they did with] cataloguing
65F1-12: it was easier on the job...I could see the practical side of assigning subject headings...The books I was given were filtered; I was given the easier ones first ...so I was virtually told what it was...If I was stuck they would say, "Look up AACR2" which was a great help! So I would sit there and thumb my way through and eventually find the rule that would apply
65H6: the units I complained about most were the ones most useful to me on prac., like cataloguing

66D19: I did a book display for Children's Book Week
66E6: no, did not go [to Circulation Section]. [There was a] two weeks close down; [the Exchange] occurred just as I got there. They did not manage to set it up [either, for] the next [one which also occured while] I was there
66E11-12: did job with AOL (Advanced Order List), did filing...[I now] understand how book selection works
66F7: no [cataloguing]
66H10: [did a] display and a story-telling session
66I28: I imagined the catalogue wasn't used [surprised at how much it was used]

67C19: I went to Circulation Section [in the one week I was there]
67C23: I saw ordering [being done]
67C23: I did [cataloguing]
67D19: could not avoid it [cataloguing] - it was great!

68C5: I saw acquisitions [being processed]
68C25-28: I did wonder if there would be a great deal of use for some of the bibliographical checking and cataloguing. [Found] that was absolutely vital to any of the areas I looked at
68D19: found I didn't mind it [cataloguing]
68E22: they used AACR2 level 2; I spent time looking for things you didn't need [we were taught level 3]
68F9: if you were to become a professional cataloguer, you would require very much more depth [of knowledge]
68G9+: [cataloguing was] challenging, knowing what you decide stays

69F3: did some catalogue work
69H3+: did two projects: subject index for journal articles; [and] revamped the newspaper collection room
69H12: did some copy and original cataloguing
69H24: [my host library] had no subject catalogue
69I12: [managed to cope with cataloguing] fine, fine
69J13: no [cataloguing of] AV material, so [cataloguing was] quite straightforward

70F5: responsible for compiling a comprehensive bibliography for teachers

71C11: in the second week I did cataloguing
71C14: [was in charge of] three on-going jobs: compiled a list of Australian standards, a list of duplicate journals on offer to other libraries, [and] pre-sorted catalogue cards for filing
71D23: they used [AACR2], level 2, quite straightforward
71D25-27: I really did enjoy the cataloguing part of it. In the lectures they always say, "Well, if you can't get a job in reference work, you can always get a job cataloguing". So everyone says, "Ooh, cataloguing must be terrible", but I really enjoyed it
71E1-6: found it [cataloguing] quite challenging
71F13: [learnt about] computers, journal accessions
71H9: was amazed at the depth to which a subject [e.g.trains] could be treated

72G3-9: certainly there is a connection between the course and what I observed. Apart from the special area of cataloguing that goes on concerned with cataloguing scores, it is a whole new classification scheme
72G4-21: I was able to select the appropriate area for one score I had to classify, but when it came to sub-fields and sequences...I think it would come with time and experience
72G11-21: cataloguing, I managed that quite easily. When it came to sound recordings you couldn't go too far off the track, so to speak, because the information was off the label. There was a format to follow...operas, ensembles were more complex...gets a bit tricky...AV cataloguing was covered in the course. Certain things I had learnt, but hadn't remembered
72I15-20: understanding information on [their] catalogue cards [was] most difficult [to grasp, the detail given was not clearly explained to me]

73F16: detail in catalogues not as important as serving clients
73G1-6:...in cataloguing, things all of a sudden came back
73G25: [while there I was responsible for their] SDI

74B8: no, no, I didn't. In the first week I was there they did their last exchange...and then they went again in my last week [but did not get the opportunity to go to Circulation Section]
74C12-15: I do not know much about cataloguing. They didn't do much while I was there...They do catalogue books, but I didn't get a chance to try
74C15: no chance to try [cataloguing]
74D16-18, D20-21: [had a chance to do] a lot of things, except cataloguing
74F10: [I did not learn about] accessing WLB catalogue [on the course]

1.8 MANAGEMENT

EXPECTATIONS
FACULTY
53B3: I don't expect them to make the connection between the management unit and host library's management practices in the space of the practicum
53B9-11: I don't think any of our librarians around town would like them [students] to ask the sort of questions they would have to ask, in a naive way about their services
53I19-25:...[it is an] osmotic effect...[when they might be] sensitised to what a manager might be...and feel what it is like to be managed at the bottom of the pile

54A20: they should be able to put into context the topics they have learnt
54B21, B35: hope they will make the connection...hope they get a lot of exposure to management skills
54D3: up to students to observe the inter-relationships between staff

EXPECTATIONS
HOSTS

EXPECTATIONS
END-ON

EXPECTATIONS
SANDWICH

OUTCOMES
END-ON
4F10: I was quite interested to know how the librarian went about ordering shelves and furniture...The accounts side of things, the budget, I asked and she showed me

6A25: [had the opportunity to see how they did their] accounts
6C4: I did not attend a Library Committee meeting

14C29: it was the first time I had been to a staff meeting so that was very interesting

OUTCOMES
SANDWICH
62F21-23: it's a funny sort of place. They have hierarchical ranks...I found out how she copes with the hierarchy

63D21-24: they were doing accounts [but he did not show me how they were done]
63F8: wanted to use the management [learnt on the course]
63G15: saw the need to make your library more viable and pushing for your system [with 'Management']

TECHNICAL SERVICES

64C15: saw a little bit in the management side; a little bit, but not really
64E15:...they did not work to a budget; they went and saw the administrator for anything they needed. This was something different to what we'd learnt on the course
64E25-35: there were two librarians and one library aid. The two librarians did not agree on how the library should be organised and managed. That was quite interesting...That would have been relevant to the management side of the course

66H27: [my host library had a] legalistic approach in handling overdues

67C9-15, D5-19: [it was a] bad work environment...bad management

68E6: [I was not obviously involved in management] but I could see problems though, especially in areas of organisation

69E5-26: [there seemed to be] management problems with the library technician
69F22: saw lines of communication at work

70B16: [emphasis on 'how to manage' in the course considered irrelevant] I think few of us are going to walk into a management position for some years

71D10-17: they were organising the budget when I was there. Every day they were having budgetary meetings and discussing what they could cut. A lot of the management we had learnt came out during this time, staffing requirements etc. It helped me see the relevance of the management unit. I will be paying a little more attention in lectures

74C27-29:...[the practicum was useful] in helping me look out for how staff communicated at the different levels

1.9 COMPARING THEORY AND PRACTICE

EXPECTATIONS
FACULTY

50B4: it pulls together all the theory they have learnt

51A13: they can make some kind of judgement of whether they are being told rubbish or when things are cut off from the real world
51I7-8: as long as some link between the real world and the world of theory comes out

52A1: they can put the theory and practice together
52D6-7: we tell them this is how it should happen; on practicum they will see how it does
52E16-21: when we give them a lecture it will all be interactive. They would say, "We saw it work this way, or that way"

53B13-14: the reality of what goes on in libraries...difference between the theoretical base from which we are teaching and what happens out in the library; making the library school course come alive
53C1-2: because it is only when you begin working in a library that you begin to learn jargon
53F16: they should be making some links [between theory and practice]
53I14: how the whole thing hangs together

54A3: put into practice what we've said
54E16: be able to recognize [things taught in the course] when they see it

55A5: what they learn is to slowly check their expectations against reality
55A21-25: the job of the library school is not to teach practice, but to emphasise theory and concepts
55D16: they have been given simple clues with which to understand an organisation

MANAGEMENT

EXPECTATIONS
HOSTS
21C4: they definitely do [make the link between theory and practice]

22A8-10: they should have formed ideas of what a library service should offer and then look at our library critically
22A11:...in some ways they'll be able to say this does or does not measure up to what I feel I've learnt
22C11: something wrong if they don't relate back to their course

23D1: there is probably nothing for her to relate to [from her course]...things she is doing is very much public library related in Western Australia

24B14: I see that [making the link] as needing to come from the student

25E1-4:...yes, we get a lot of, "We were told..." Our staff too say, "Bet they never told you..."

26aC20: [students relating back to their course] no, I have never had that, never

30C6-7: the jargon falls into place
30C14-23: the two students we have had have compared [what they saw with their course work]...I think it makes sense really. If they don't do that, they aren't progressing

31C2-5: we recognise that our system has its peculiarities...we say, "We do it this way"

32A18: makes conception of library work more realistic
32B1: they see micro-systems...which I suppose...does relate to the overall macro-system
32C3: [gives them a] more realistic concept of what goes on [in libraries]
32D11: I see the practicum as a separate exercise that might be useful [rather than relating theory to practice]

33D2-3: [generally, no link between theory and practice] in relationship to the work they are doing here; link [between theory and practice] made usually in cataloguing

35A4-5: course is fairly theoretical...a good thing for them to see libraries
35aA1-3: I think it increases the relevance of their study...gives them some sort of means of applying to reality what they have learnt in theory
35aB18: [students relating back to their course] worthwhile to have those discussions and build on their knowledge

36A19: so they get an understanding of why we do things and how things hang together
36B1-6: to see why they have learnt some of the boring things
36B4-5: to realise all that they have learnt in the theory and putting it together in a practical situation
36C14: important to know what those words you've learnt really mean

40A10-14: what they learn in school should be backed up by practical applications...The constant relationship between theoretical learning and practical application I think makes a better librarian
40A16-18: they can see how theory relates to practice...When they finish [library] school they will have to make adjustments
40B6: students have difficulty relating what they are taught and what they see
40bA10-11: practical experience necessary before they can really understand what libraries do
40bA4: some way of practising what they have learnt theoretically into a real situation
40bC9: gives them an idea of the things they want to do and see on practicum

41D21-22: we are starting with the assumption that the library course on a full-time basis is one thing and real librarianship is another thing. There are quite wide gulfs between the two
41I12:...library school should tell us what to show...so that student does make the link...Can't expect students to do so on their own
41aE21-23: ability to understand the things taught before the practicum
41aE25:...it gives them a chance to apply theoretical knowledge
41aE26: chance to validate certain things

41bI4: up to the student to pull things together
41cE27: I hope it will come alive
41cE31: it is putting the practical gloss on the academic foundations that they have had

42A9: to set against textbooks what they have been listening to
42aC17-19: they usually chat about it [their course], and link things back

EXPECTATIONS
END-ON
8B1: it would be nice to put into practice [what we have learnt]
8C2: to see how everything works and pull everything learnt together

12A17: I have got a background knowledge, to see how what happens out there compares with what we've been told here
12B15: you can't describe a rock till you get out there and look and feel. I don't know how similar that would be for librarianship

EXPECTATIONS
SANDWICH
61A2: to be able to gain experience about what I have learnt
61B3: hope what we are learning in the course will come together in the library

62A2: hope to see and experience how things actually are in a library
62A10: to put ideas into practice

63B7: if you can put things into a picture it always makes more sense

64A8: I feel I won't be able to put into practice what I've learnt...course is so theoretical

65A14: [to see] that the theory can be applied in the work situation

67A2-3: will be good to see how the theory works...putting it into practice

69A5: I will be able to use what we have learnt
69A10: I want to see a wider scope of things. I think you can see it in a smaller environment

70A23:...expect we had to adapt the theory we had learnt
70B9-11: great in theory...but it is a different world when you get out there
70B13: course fairly theoretical

71B12: I hope to gain experience in library matters

OUTCOMES
END-ON
2B24: I learnt to adapt
2C30: I don't feel I have gained anything extra
2D15-18, L8-9: yes, yes,...definitely...I could see all aspects of every unit, even in that four weeks...I think it was the course, because without it I would not have known where to start at all

4E8: I didn't feel the course was irrelevant at all

9C7, C11, E22: the principles were the same. You use a different format...but you were using the same principles. The connection was very self-evident...It [the course] is very relevant.

12D17+: once you go out and start working you might say... "I remember how I did it"
12E12-13: this [the practicum] gives you a chance to practise your new-found skills in a more relaxed way

14E18: you can see the limitations of the apparatus that librarians use; you can see the restrictions they work under. I suppose that is where theory and practice come in

OUTCOMES
SANDWICH
63C20: [I did a] stocktake...but [it] did not relate to what I was taught
63G13: I suppose there was [a relationship between theory and practice]; I could understand what he was talking about

66F19: in terms of the course, yes...Course not terribly related to the real world
66G8: I suppose I have talked myself into thinking there was now

67D21: [able to compare theory with practice] bits and pieces, bits and pieces

69I18: to be honest, very little [comparison between theory and practice]
69I22: expected more of a relationship [between theory and practice]
69L1-5:...used to a more intellectually demanding pace

71A7: [the practice was] different from the classroom situation
71F10-12: it is different...The course is very theoretical, not practically oriented

72F28: yes, definitely [there is a relationship between theory and practice]

1.10 EASE WITH WHICH LEARNING TAKES PLACE ON PRACTICUM

EXPECTATIONS
FACULTY

EXPECTATIONS
HOSTS
40D7-10: [if student had the benefit of the practicum] it's going to help that person absorb things a little better and a little faster

EXPECTATIONS
END-ON
2B15: if you were learning it on the shop floor, you would learn it a lot quicker

8C6: an awful lot of what we are learning we could learn on the job, but some things it would take a lot longer

EXPECTATIONS
SANDWICH

OUTCOMES
END-ON
2F14-18: much more easy on the job, because you are actually there and doing things. In the classroom, no matter how good the teacher, it is still remote. When you are actually doing something, it is much easier to learn

4G17-22: quite different...On the job it was more routine: "This is what we do, put this there and fill in this form"...Whereas in the classroom there was a lot more depth

6B4-5: in the course you learn general things about every library...Practical experience [you get] to see how it is in one
6B15-17: on the job you have to handle people. In the classroom you listen to what the lecturer says, and do what you are told

8A12: [got much more from it than I hoped I would]
8F12: a lot easier and a lot faster. Surprised, because I had not done anything concrete in my life. I was surprised at how easy it was to step in and actually start doing something

9C13: you knew you were doing it for a particular purpose...You weren't just doing it to get a mark out of it
9F12: in all honesty I think I might have increased in speed and confidence; it was more fun

11C4-6: on the job you are told what to do and then you know it at once...In the classroom you have to research it and think

14E4: much better learning experience than I thought it would be
14F14-18: if I'm honest, a greater motivation - obviously when you do a cataloguing exercise your main object is to pass, and to try to understand what is going on; whereas your motivation is somewhat different when your entry card is going into the catalogue. You know it has to be pretty good
14I1: I think you learn a lot quicker on practicum, simply because you just have to get things done

OUTCOMES

SANDWICH

60I4+: [on the course] you are spoon-fed to a certain degree...When on the job it's up to you to decide where the answer is

61G4-25: course more formalised...On job...quite relaxed way of learning, than being under constant pressure all the time

62F24: [learning is] very different [on the job]

63G19: rather learn in the classroom...On the job I was taught by repetition

64F8: very different...more interesting [on the job]

65F1-2: could see the practical value [on the job]

66I5+: course more principles, job more the job...Can't fit things into convenient boxes..."If this...then that", when writing an essay

67E5: totally different...told what to do on the job

68F1: you can see how it is related to other areas
68F8: on the job you can only master one...In the course, trying to cover every...possibility

69K2: more frustrated learning on the job

70G14: very relaxed on the job

71C3: it was better than I thought it was going to be
71G3: you knew you were actually helping someone, not just doing an exercise
71F20-28, G1: simply easier...can see what they are doing

73G28: much more stimulating and interesting

74E1-4: easier, because you were doing it with a purpose behind it...It helps because you can see the end product

1.11 RELEVANCE OF PRIOR AND CONCURRENT WORK EXPERIENCE

EXPECTATIONS
FACULTY
53B21: I would always rather have library studies students going through any programme who have had some experience working in a library

54A10-11: I have been surprised at their lack of library skills and their inability to grasp what I consider basic concepts
54F20: in second semester we look at systems...From an automation point of view, I had enormous difficulty with the postgrads...They did not know what I was talking about...They didn't know anything about cataloguing systems, they didn't know Dewey. It really surprised me that they didn't know that

EXPECTATIONS
HOSTS

EXPECTATIONS
END-ON
2A4: I would not have thought so, but people without any experience think I am better off, so perhaps it has [relevance to the course]

4A3-7: [usefulness of library experience] as far as loan services and dealing with people, very useful...but I did not know much about the other departments
4A15, A22: [previous work experience regarded as advantage] by others
4A18-19: the library was partially automated so I had dealt with punched cards; it is out of date now
4A20-22: a lot of students were saying that checking of bibliographies etc. was irrelevant, but I realised it wasn't
4C7: had four years experience a very long time ago - I think things might have changed
4E10: I think having worked in a library before, it hasn't become a supplement to the course
4G2: I never really found the course that abstract, but I think that's because I worked in a library
4H12: I was in charge of closed reserve. It gave me a lot of experience. Actually a lot of what I did in the course I wished I'd known then; I can see it retrospectively

8A8-11: I liked the computer familiarisation, but found it tough to have come before you had any general idea; it was hard to try to automate it before you knew what its parts were
8A20: [lack of library experience] I don't think so. There are enough people doing the course part-time that to have someone give a detailed talk about what departments are in a library might have been quite absurd with only me listening. I think using them myself made up for the lack...though looking back at my literature searches I realise how absurd they were

9B7: I found when I started to work, things started to gel more quickly...You can understand classification systems more if you are working with them

12A10-12: [lack of previous library experience] showed up most when we had to automate a library. A few of us did not have too much of an idea of what departments did, what their functions were and so on...I did not get too much of an idea of that actually, doing voluntary work, but was able to be aware of what was happening around me
12C16: until we've had experience we don't really know how much of it [the course] really applies to the work situation

EXPECTATIONS
SANDWICH
60A6: I wanted to go where I would use my subject degree
60A12: [lack of library experience not a disadvantage] no, it hasn't (then emphatically) no

61B9: definitely as far as study goes. In the management course it's [prior work experience] really been a help because I can visualise what goes on

62A22: [no library work experience considered a disadvantage] I have personally, because I have noticed lecturers making references for those who have worked in libraries...then explained whatever it was for those who hadn't
62B2: yes, I guess for the management [unit] when they are talking about hierarchies...I could relate to that [because of prior work experience]

63B10: [lack of library experience not a disadvantage] no, I don't think so...they explain everything very clearly

64A12-14: [lack of library experience a disadvantage] more in relation to those who have some...It does make it a bit hard to relate to things
64A17: as the lectures are geared towards management, to find examples is rather difficult when you have no working knowledge of a library organisation

65A2: I had a background working in Royal Perth Hospital. I also wanted special library experience
65C4-13: had picked up a little of the terminology

66A8: that is the whole reason I enrolled in the course, to get into the public library context, because of my previous job in visiting school libraries
66C1: [feel at an advantage] only marginally, because there are not many people who have come into the course without some sort of previous experience

67B10: guess it [previous work experience] helps to a certain degree

68A10-11: I thought I would be able to use my qualifications by going to [academic library named] rather than a special library
68B8: [lack of library experience a disadvantage] oh, yes, I think so, particularly in the area of cataloguing. You are aware of looking at cards as a user but you are not aware of all the elements, only of your particular requirement. If you worked in a library and people asked you questions, then you would be more familiar

69A1-4: so I will be able to use what I have learnt
69B44: yes, in management [unit]...In essay on interpersonal relations I can use my own examples [because of previous work experience]
69B48: no, not for me...I taught year 11 and 12...where I had to use the library extensively. I could use catalogues...If I didn't I would have found it difficult...Also set up vertical file...copied another system. May not have been Library of Congress but it worked

70B3: the reason I did the course was to try and extend my teaching qualifications; for me it is a long-range thing
70B21-25: [lack of library experience has been a drawback] yes, I think so...In some of the ways the course is structured it does assume a previous knowledge, but not only of library experience but also of management skills. I do have some work experience to draw on

71B3: no, not really, I think more those with experience would have had the advantage. They know some of the systems and terms, but in the long run I don't think it's made much difference

72A6-14: [library experience has helped] in a minor way...From the school library...about routines and the context of the library...From the voluntary job...about manual literature searches

73C5: [school library experience] very useful...had to establish systems...but I can see the reason for things now and often think, "Gee, if only I knew that six years ago"

OUTCOMES

END-ON

2B1: probably [transfer the learning from the practicum] into any kind [of library], but yes, specials are more what I am interested in
2B15: [think I could have done without the practicum] because I had some experience already
2H31-33: I just think that more experience as I was lucky enough to have was also very good; I understood a lot more terms and the way libraries are run

2J14: before I got to the course I already had some knowledge

4D3: I was used to dealing with people in terms of issuing books, circulation

9A24: ideally one would want to work in a library part-time and study part-time

OUTCOMES
SANDWICH
61D1: my background in science was useful in reference work

1.12 NEED FOR ON-GOING LEARNING

EXPECTATIONS
FACULTY
50B6, B10: that the theory they have learnt is only the starting point from which they start progressing

EXPECTATIONS
HOSTS

EXPECTATIONS
END-ON
14C2+: some basic reference questions I would basically know where to start, but I think with reference and cataloguing...you need a lot of experience at it. It doesn't worry me that I am not confident at it; I just think it will take many years before I am proficient at it

EXPECTATIONS
SANDWICH
70C18: course is just the starting point

OUTCOMES
END-ON
8I9-10: you are not going to know about a lot of things unless you spend a lot of time in the area

9B4: realised there's a lot more to learn...Want to apply for a library assistant's job, so that I might gain the basic training
9B18: it is probably an on-going thing if you are interested in learning as you are going

14J11+: one of the supervisors was saying she's been there five years and there was a lot she still does not know

OUTCOMES
SANDWICH
65H12: re-assuring that you don't have to know it all at the end of the year

72F20: to be a reference librarian would be a difficult task...It would need a bit of work

73I20: I found that it takes years and years to do it properly

2. AFFECTIVE LEARNING

2.1 ATTITUDES

2.1.1 Mainly Positive

EXPECTATIONS
FACULTY
51I3-4: I have taken a very practical attitude, at least we are not going to educate students who have never worked in a library

53I1-3, 5: practicum was [in Britain] very much a public relations exercise on the part of the library school, as [much as] it was for it to be part of the learning process. It's particularly a public relations exercise

EXPECTATIONS
HOSTS
20A1-5: I believe we have something to offer...[Local Government] Council supports that sort of thing [work experience]

21B10: [think it is] exceptionally important
21B16: very happy [to participate]
21aA5: [think it is] very, very important
21aA6: very happy [to participate...most important

22A1: I think obviously the students need the practical experience

23B14-18: don't think you can overestimate the importance of it. The more [practical experience] they get the better ...Only too willing to take them

24B1: it is important
24B6: quite happy because we are one down

26A18: the System is happy as a unit too [to participate]
26aA17: I am happy to do it [participate in the practicum]

30B5: we feel a commitment to it [the practicum]
30C8-11+: I think it is important...but some successful librarians have got away without it...Really bright ones can adapt and do without
30D5: we are extremely supportive [of the practicum]

31A25: I see work experience as part of the course

32A16:...[to teach them] things that will be useful to them in the future
32B1: [the practicum is] vital, absolutely vital
32C13-14: very happy [to participate]...There's this person doing all this work for me

33A1:...[hope they] see what it is like in this hospital library
33A4-7:...happy...[provided] staff rather than myself [does the] training. I would think it hard to think up a reason to refuse
33B15: we make sure we give as much as there is to
33C1: staff usually say,"We are glad to have them"
33C8-11: we try to go the extra mile for them...I get the feeling that students feel the work they do is of value

34B25: [the practicum] is essential especially for those with no previous background
34C5: happy [to participate]...can learn of new developments from students

36A3: worthwhile for students to get a practical understanding
36A6: [the practicum] is extremely important...for practical experience in a working situation
36C12: perhaps more important in the archives field which is a very small area
36aA3: [the practicum] is very important
36aA14: willing to go out of my way

36cC20: happy [to participate]...but [we do] look to the end product

40D20: certainly willing, we will always be willing [to participate]

41aA3-4: an absolutely essential part of the overall library education that the student goes through
41cF23: no other profession goes through formal training without some practical experience

42A1: we recognize that there is a need to provide library students with some practical experience in an operating library

EXPECTATIONS
END-ON
6A3: very happy with [my] placement

8B1: it would be nice to [have the opportunity to] put into practice [what we have learnt]

9A13: I can't say I have thought about it deeply
9A16: I think it [the practicum] is one of the most important things

11A10: they [employers] want people who graduate here with work experience

12A13: I am looking forward to it [the practicum]

EXPECTATIONS
SANDWICH
61A2: I feel it [the practicum] would be really good because I will be able to gain experience about what I have learnt

62A5: I am actually looking forward to the experience of it [the practicum]

63A1: I am hoping it [the practicum] will be enjoyable

65A6: I am looking forward to it [the practicum], for library experience, with a view to employment

66B1-6: I am looking forward to it [the practicum]...I think it will give me a break from cerebral exercise

68A1-2: I am looking forward to it [the practicum]...I think it will be really good

69A1: I am quite looking forward to it [the practicum]
69A24: a lot of it [the benefits] will have to come from oneself

71A1: I am looking forward to it [the practicum]

72A1: very much looking forward to it [the practicum]

73B16: only four weeks - I want to get a lot out of it [the practicum]
73B27+: fairly important to me; I want it to be successful. I realise...it's a two-way thing

74A1-2: I am looking forward to it [the practicum]...What you put into it you get out

OUTCOMES
END-ON
6A2: quite valuable to the year's study
6B3: it is important to the course. In course you learn general things about every library. Practical experience to see how it is in one

8A1: terrific

MAINLY POSITIVE

8A2: I really enjoyed it
8A10: really terrific
8A21: it was really good
8C10: I had reservations about [library named] which I realise were unfair, based on an experience a long time ago
8D24: [could have done without it] no, no, that's not true ...Could probably walk into a job and do it, but then you would not be such a good beginning person
8E13: it complements the course in that it shows you in practice what you talk about and hear about and read about
8F20+: you really did need some background in cataloguing and classification, it was necessary to know some of the major reference materials
8G8-10: it's terrific...The more we get of it and the less of the other stuff would be better
8G26: course work as a background gives you a kind of framework you can put things into, in that sense practicum can be incorporated in the course work
8I16: I thoroughly enjoyed it
8I21: I was not very happy with the placement...[also because] the great emphasis was that we would be placed near to home; I had asked for a public library close to home, and this was as far from home as you could get
8J6-7: for what I got shown and allowed to do I got far more from it than anybody
8K25: I was there to learn as much as I could in the time...I was not about to waste it

9A1+: it put everything into place, the little routines, procedures...It was invaluable
9A21: [could not have done without it] no, would have preferred it sooner
9B6: I think it [the practicum] has complemented [the course]
9D10: invaluable, yes
9D21: I still think you could transfer it [the experiences of the practicum] after a few teething problems

11A4: yes, I enjoyed it
11A13: I enjoy going out to work
11C16: it is valuable because I learn a lot of things

14A1: a rewarding [experience]. It [the practicum] was the best part of the course, very enjoyable
14A7: in my particular case...the people were so good, the environment was just perfect
14E11: people there surprisingly good...very good at their job, dedicated, that made things more rewarding
14G32: I think it [the practicum] was the most important part of the course

OUTCOMES
SANDWICH
60C1: a very good [experience]
60J2: [the practicum is] essential I think

61C1, C3: [the practicum] is very worthwhile
61E27-28: had a good time but not a holiday. It [the practicum] is definitely part of the course

62F1: it [the practicum] was essential
62F3: no, well I suppose I could have but it is very useful
62H5: [I regard the practicum] very highly...you can have it mix in with the theory a lot more [than it is]

65B1: interesting, I liked the subject area I found that a great help

66D1: I thoroughly enjoyed it
66D2-3: it wasn't quite what I expected in terms of specific learning experiences
66D7: as a general experience it [the practicum] was invaluable

67C1-7: interesting...A compare and contrast situation, [because I spent] one week in a public, three weeks in a special
67C8-9: [first host library] a very poor working environment, there was a lot of tension

67C10: wanted to get the most out of the four weeks, so I thought I'd move
67C15+: [first host library] was a bad placement, [therefore asked to be] moved; as it turned out this public librarian is very well known, so it wasn't just me carrying on
67E2: I enjoyed the experience [in the second host library]
67E16-17: it is a very important part of it [the course] I would say it [the practicum] was essential, yes
67F7: [regard it] very highly

68C1: [the practicum] was a very worthwhile experience because I saw an actual library function
68F31: it was extremely valuable

70D1: [the practicum was] very worthwhile of more use than the theoretical course

71C1: [the practicum was] very worthwhile. I enjoyed it
71F7: [you need to know] what is out there and what you have to know
71G22: I felt at home

72C1: [the practicum was] certainly worthwhile
72E8: [I feel] very bubbly, it was wonderful
72E22-23:...it [the practicum] is an essential part of the course. I think it is a very central part, it was interesting

73D1, E17: [feel] extremely positive [about the experience]
73D2: had a great time
73F22-26: it is very important to have a good experience
73H24: I think it [the practicum] is essential

74C9: felt at home after the first day
74E18: very enjoyable and rewarding experience for me

2.1.2 Mixed Feelings

EXPECTATIONS
FACULTY

EXPECTATIONS
HOSTS
25A8: [it is the] responsibility of local authorities employing librarians [to co-operate]...We expect people who are reasonably sensible people...One way of contributing ...by giving them practical experience
25C4: we are under a lot of pressure...it is very difficult for that time to be given [to the student on practicum]
25C9: I won't let it interfere with what's going on here
25C20+: it [staff time] is quite a real problem...there is quite a lot of staff resistance...It [the practicum] does put a lot of pressure on people
25C27-28: you don't know these people, it's like having a new member of staff, but you know you are not going to have them a year later
25D4-6: it is time consuming. I feel we have a responsibility to have them; at the same time I wish they would all go away!
25D14+: in the early days of the practicum, we were not so busy, we could spend more time [with the student]...We did get useful spinoffs

35B2-26: I don't know that they are greatly beneficial to us...It causes us more work in checking...but from the point of view of the students we feel we should do it... Sometimes that causes strife with some of my staff, when they discover the mess later
35B31-32: it is detrimental to us but it benefits them [the students] and that's what it is all about

40aA7-8: it is desirable if well-guided and supervised. The practicum can save them a baptism of fire

MAINLY POSITIVE

40aA8-11: no, not essential, it helps them in the beginning...If it were essential it would be in every course, and it isn't
40aA17-18: [happy] if well planned by the school

41B2-6: I think it is a valuable experience...though I have never been able to test that...They [students] say so... but of course they are going to say that
41B7: I think the library does lose more than it gains in productivity
41B39: there are gradations of library response. If the host library responds in the way the school wants us to, it must cost us, there is no doubt about that
41F16-17: there is a wide-spread feeling around the place that the library school is off the track a bit...I wonder as an employer if the practicum in its present form has any use at all...
41G33-34: what I am saying is, that in today's economic climate the practicum might be an anachronism
41bC2-4: it makes us look at ourselves and our procedures, that aspect of it does take up a lot of time

42aB1: yes we are [happy to participate]
42aB1-3: whether the practicum is a valuable exercise is for the library school to decide, I am assuming it is in this role
42aB4: if we had a particularly good student then, yes, [happy to host]
42aB21: staff see it as a burden, unless student turns out to be good

EXPECTATIONS
END-ON
2A7-8: I haven't really thought about it...Yes, [I am] possibly [looking forward to it]

4B1: my first choice would have been a medical library, had I not been pregnant [public library chosen for placement because of its proximity to her home]
4B4-6: because I have worked in libraries before...it depends entirely on what the libraries are like

14E1: really don't know what to expect

EXPECTATIONS
SANDWICH
60C10: my expectations...very much up in the air, I didn't know what to expect

64A1: in lots of ways I am really apprehensive. I am not sure what I'll actually be doing
64A2: I am looking forward to it [the practicum]

67A1: I think it [the practicum] will be good
67A17+: practicum just part of the course, you knew you'd do it...that's it

70A1+: tired...would have preferred a break
70A19: I am looking forward to it [the practicum] as a learning experience
70A23: expect we will have to adapt the theory we have learnt
70C19: I see the practicum as fairly important

OUTCOMES
END-ON
2A2: I liked the working environment
2B1: could [transfer the experiences of the practicum] probably into any kind [of library], but yes, specials are more what I am interested in
2B12-13: really good feeling being there. I felt quite at home
2C30: I don't feel I have gained anything extra
2D1: sounds awful to say I don't think anything stands out
2G27: I don't feel in general that what I did was all that helpful to me in the end
2H27-30: I just don't know about practicum anymore. I enjoyed it, so perhaps I should not say it wasn't good for me

MIXED FEELINGS

12A2: fairly enjoyable
12A7-8: was good when we started because it was busy, but could have done more later

OUTCOMES
SANDWICH

2.1.3 Mainly Negative

EXPECTATIONS
FACULTY

EXPECTATIONS
HOSTS

EXPECTATIONS
END-ON

EXPECTATIONS
SANDWICH

OUTCOMES
END-ON
4A3: I feel I didn't gain much from it [the practicum]
4C22: I could have done without a prac. to work in a public library
4C27: I am interested in medical information...in that sense I really regret not having it as my first choice
4D18: if it [the experiences of the practicum] would be something that would help in other libraries, I don't know

OUTCOMES
SANDWICH
63C1-7: I was dissatisfied, very dissatisfied...[I was used as] cheap labour...these things had to be done, [but] I did it, I did it, and I did it!
63D17: I was pretty determined, once he gave me a job, to finish it, I wasn't going to let it get me down

63E20: I kept them uptodate with their filing
63E26: I learnt a lot, but I don't think I learnt to become a librarian
63F1-4: I learnt how one library runs...how a clerical assistant helps to run a library
63F4: no matter what I did I learnt something from it
63F7+:...all sorts of things taught [in the course], that I never put into practice
63G3+: no, because then I would have been wondering

64B6: I think it was a bad placement
64D6: it was different to what I expected or needed
64D13: she obviously needed an extra person to help with her project

69D1: disappointed...A few aspects tended to cloud things; it was interesting, quite varied the work was okay. [It was] a quiet special library
69D7: fairly quiet for the sort of thing I was looking for
69D13-24: wanted to do more original cataloguing, also of AV material
69D18: too quiet, too bookish
69F1: in some ways, yes [I could have done without the practicum]
69H15-20: was hoping to have on-line experience... specifically asked for it...[However,] they were along way from selecting a system

MIXED FEELINGS

69M1: my inspiration and motivation has really gone, I don't know whether that has to do with the prac.
69M3-9: after teaching prac., I really wanted to be a teacher...I don't know anymore after these four weeks

2.2 REASONS HOST LIBRARIANS' PARTICIPATION

2.2.1 In the Interests of the Profession

20A2-3: we should be involved in taking away some of the idealistic clap-trap that they pick up in the cloistered environs of any educational institution

21A1: we are really interested in libraries as a whole and in the profession

22B11: just part of our role of being a professional librarian

23A18-20: criticism levelled at the course...up to librarians to get out of students what they can, and to get them to understand [what librarianship is about]

24A1: everyone has a responsibility for the education of the future librarians. Prac. seen as part of their professional training

25A-D: can see it is a good thing...participate when we can
25C5: I think the profession should do it, and it should be spread among employing librarians. We've got to take our share
25D5: I feel we have a responsibilty to take them

26D10: if you are a good professional you have a responsibility for those who are coming into the profession...I want to participate, if we don't do it, who is?

30A4-5: if we can ensure that a high quality of student is being produced then I think it reverberates through the library profession
30B13-14: it's partly a thing towards the profession and also to ensure that the library gets a better product. It is a symbiotic thing

31A19: participate so as to do the profession a favour; to do WAIT a favour

32A10: believe in supporting the profession, not only taking from it but also giving something in return

34A1-3: the responsibilty of the people working in the profession, to train the people who are coming into it
34B23-24: the value is worth it...you are assisting in the education of people in your own profession

35A2: feel a responsibility to the students, good thing for them to get some practical experience
35C16: I think they [the staff] feel...a professional responsibility to help the younger ones coming out
35aA8: feel committed to the idea of helping the future profession, I think that its an obligation

40A4: important for students to experience the ways of a reasonable sized library
40B25-26: it is in the interests of the future profession...and of this library...that we produce good graduates

42A4: obligation to provide this facility to the library school
42B21-23: strong believer that there is such a thing as professional librarianship...part of their education...institutions such as these have an obligation to assist in this way
42aA23-26: if the library studies department is convinced that it is valuable...It is our duty to be involved

2.2.2 Librarianship Seen as an Apprenticeship System

21aA7: I was lucky enough to have someone train me

MAINLY NEGATIVE

23D10-13: I did Registration Course...practical involvement in that type of training was really excellent

26D6-9: apprenticeship system good...Left young professional with no pretensions, and able to do everything

32C7-9: in my own practicum, I worked in a public library...I determined [then] that I would not want to work in a public library

34B26: I had none [no practicum] and I was lost

36cB9: thinking of my own student days when I was trained on the job, I cannot think how a person can become a good librarian without doing such a practicum

40A11-13: I was a product of an apprenticeship system
40bA1-2: I was a practicum student myself

42aA8:...mine [practicum] was at a number of institutions

2.2.3 Source of Student Labour: Costs and Benefits

20B22-25: no, in the main our experience has been that it is basically a one way process. In the last week or so we will get some or our time returned. They are more a liability than they are free labour

21A16: no, no, [expectation that students produce work while on practicum]
21B1-9: I have never thought about it [the cost of hosting a student]
21B2: do feel that students can be gainfully employed
21B23: so far not at all [no tangible benefits to the library]
21aB1: don't really give them to do any work...no specfic job

22B1: [expectation that student produce some work] in a way yes e.g. display work
22B7: yes, this [use of students as free labour] is a problem when we are busy....but I really do try to make it a learning experience
22B11: just part of our role of being a professional librarian

23B19: time is the only cost [happy to bear it]

24A14-15: not [required to produce any work] to any visible degree, [although] she may start up the pamphlet collection
24A18-20: she'll be useful to us; we are one staff member down

25B15-19: [expectation that student produce work] Yes, absolutely. We are a very busy library...I think the student just has to give something back to the library, because the library is going to be giving more back to the student
25C1: [attitude to the cost of hosting a student] frightfully dutiful
25D4: [hosting a student is] time consuming

26E18: [expectation that students produce work] no, that's not fair
26E21-26: it costs in time...Giving them an induction course, but to me [it's] not a cost in dollars, it is to everyone's benefit; [happy to bear it]

30B16: can't put a cash value on it [the cost of hosting a student]; you can carry it in your system

31B24: depends on the student and time, no jobs saved specifically [for them]

32A1: very useful...Newspaper file set-up [by student], I didn't have time to do it
32A3: one of the projects I want this student to do is...
32A14: there is also a baser motive, that it is also free labour as far as an overworked librarian is concerned
32A25+: rather than to show them everything, one tends to show them smaller areas in depth [to cut down the cost of hosting a student]

LIBRARIANSHIP SEEN AS AN APPRENTICESHIP SYSTEM

32B10: students's productivity exceeds costs - cost is so very minimal
32B13+: I make a conscious decision to balance time spent with productivity gained [in our favour]
32C14: well, to be honest there is this person doing all this work for me

33B5: time spent teaching is rewarded enough, with work that is done
33B9: as long as I don't have to think up a project every second day at librarian level for someone with no real experience
33B20+: it is possible [that they will be required to do a project], in this instance, routine jobs only

34B16: happy to spend time [on them] because of the returns
34B22: student doing low priority projects that would not otherwise get done

35A16: [expectation that student produce work] it depends what is available when they are here, if there was some special project
35aB5: some of them have given us new ideas from time to time, nothing earth shattering but a different way of looking at things

36A8: we have a certain amount of students because we are terribly short-staffed...and find it extremely useful to have students here...who can relieve the more experienced staff of a lot of their duties
36A14+: we do not use them as workhorses and give them all the hack work...I think if we are taking people on like this we have a responsibility to make sure they get an understanding of the reasons we are doing certain things
36C1-2: [they have in the past undertaken an] archive project
36aA7:...the work is so tight here [students are seen as a source of labour]
36aA16: student can only benefit if he produced work
36bA2: [they have in the past undertaken an] indexing job
36bB1: I tend to give people jobs that require nous rather than experience
36cC24: I must be absolutely honest, we always look to the end product from these people. We are very happy to see what we can get out of them

40B10+: yes and no, I think the expectation is there, because by doing something they will learn. So it is naive of me to say, "No we don't want them to do any gainful work"...It is a necessary adjunct
40B14-15: we like to see them productive because only by being productive will they get the kind of experience we are trying to give them...If they don't produce perhaps it is a telling factor...they are not really learning very much
40B32: not a budget cost- happy to bear it
40bB16: no [expectation that students produce labour]

41B20+: I think the WAIT library school should look to give their students some kind of project work to do, an evaluative means of judging the student...when the student knows he is being assessed [by the host library] he comes out with glowing reports...
41B37: it definitely costs [us] to do it properly
41C1: the cost is well worth it
41aA11: helping people, developing people, offsets any commitment that goes into the training and supervision required
41aA18: sometimes a specific research project [is given to the student]
41aA20: here it is less of a project and more of a programme
41bB31-32: we don't get as much as we give

42B12: we don't expect it [students to produce work]...one week in each department...unreal to expect it
42B19: costs we have to bear as part of our costs to professional development
42D19-21: if someone just watching they soon become bored...work given is not going to be librarians work
42aA27-29: not an enormous strain for a library of our size
42aB28: none at all [expectation that student produce labour]

2.2.4 Staff Development

21B23: so far not at all [evidence of the practicum having benefited staff]

21aA10+: they [students on practicum] give us new ideas, up-to-date information...[We] have to bone up a bit too

22A6-10: they have done four years study, they can look at us critically; that can only be to our good

23C6: student rostered on circulation and reference; it relieves the burden of the staff...They talk about what we are doing, feedback relating to what they did in the course, so you get a helping hand in that way too

26E9: students' questioning should also be of benefit to us, to help raise our standards as well

30D6-7: we can learn of new developments [from the students]
30D11+: gives my staff training opportunities...[The practicum is a] learning process for us all

33D9: pleased at the way AL [Assitant Librarian] has organised the training

34C5: [opportunity to catch up on] a lot of things happening at library school which were not happening while I was there

35aB2: social benefits; it does them [staff] good to deal with new people and get used to other people's ways. It's always helpful

41B23: potential use of having a fresh person coming and looking [at our system]
41C20: the feedback from our staff has been, on balance, they have enjoyed these experiences
41aA9+: it is good for staff to be involved in a training or development situation, it is a rewarding experience
41bC2+: makes us look at ourselves and our procedures

42aB18: could say it was a good experience for our supervisors to train people

2.2.5 Public Relations Exercise

26E7: that they might like us so much that they might like to work with us

41E11-15: that our library is a beaut place...with a future...going places
41F18: library school should use the practicum as a means of seeing where libraries are heading...so products can be more relevant to the market

2.3 PROFESSIONAL STIMULATION AND ROLE MODELLING

EXPECTATIONS
FACULTY
53C15-17: role modelling which is why we like to send our students out to the better libraries around Perth. It's that sense of working alongside a professional, who starts to show you what it is to work in a professional setting

55D26-31: a chance to meet a senior librarian...telling them what to do or not to do...showing them around...or answering questions...that would occupy their minds...It is worth six months of our teaching them

EXPECTATIONS
HOSTS
25D19-20: but these days we do not have the time to ...encourage students to discuss nice idealistic ideas
25E18-20: I [chief librarian] have less and less [contact] I'm afraid
25E27: [only] one session at the end...used to be able to spend a lot of [more] time with them

26E8: I hope they find us professional in our attitudes

31B2-5: [hope we can] help the student set his standard
31B4: librarians who are "bad" should not be used

41C10-15: swapping ideas...letting their minds...expand
41C14-15: she [the cataloguer] will have to be prepared to invest a bit more time with the student than she does with her own staff

42A9: we [the library] can be used as a model
42B1, B5: very little personal contact; [contact with the chief librarian] has not been on our training programme as being necessary
42B24: to have young people see librarianship as it is practised

EXPECTATIONS
END-ON

EXPECTATIONS
SANDWICH
69B33: professional interest, awareness, etc. This one is especially important to me

73A10-12: I am more interested in the person [the librarian]...in how she co-ordinates everything for the range of people she deals with

OUTCOMES
END-ON
2D2: I think learning to adapt, and fit in with other professional colleagues, not being so dogmatic about certain points and change
2D8-10: stimulation professionally perhaps, a little bit because they were quite happy to talk about their different areas more generally
2D14: I think in that way it was professionally stimulating...Saw informal networks at work

9A15: I liked the professional peer contact in a two or three professionally staffed special library

12J1-3: [did not have much professional contact, not with the chief, he was on leave]

14E10: the people there were surprisingly good. Everyone there was very good at their job, dedicated

OUTCOMES
SANDWICH
61C20: [the host librarians] have a professional attitude
61F10: went to a medical librarians group meeting. It was really good...Met a few people, they invited me back again

65B17: I realise I have to get out more in the profession. Invited out to a medical librarians group meeting to which I could not go; will probably go the the next one

66D28: impressed with the extent to which the librarians went [for their users]
66E3: branch librarian did a couple of shifts on [reference] desk...quite impressive

67C15: I did not have a role model
67D5-18: work in the public library as I expected...the library and librarian and library experience was not what I expected
67D17: it is very strange, she [the librarian] hates the public. She just shouldn't be in a public library

68C9-17: standards high in cataloguing, in reference not as clear

69F2-10: as an image and eye-opener of what librarianship is about, as a career that interacts with people...I was turned off

73D7-12: would be a total waste of time if...could not hold them in esteem. I had a superb person to watch. I think she would have been one of the best practitioners that I could have found; so, she had quite an impression on me. I think it is fairly important that you have someone that you can respect as a professional
73F27: I was very lucky to have such a good model

2.4 INTERACTION AND COMMUNICATION

EXPECTATIONS
FACULTY
51F22: [what it is like] dealing with people you are working with

EXPECTATIONS
HOSTS
26aC26: the problem with [our student], he [was] not ready for a professional job because of [his] manners and communication
26aD4: he [didn't] seem to like to be told what to do

EXPECTATIONS
END-ON

EXPECTATIONS
SANDWICH
74A4-5: how the different levels of staff in the organisation communicate with each other and the patrons of the library
74C25: how communication is conducted between the different staff levels

OUTCOMES
END-ON
2E11: in a way it was different to what I expected; in a way I was a lot freer compared to [library named]
2E21: everyone is treated like human beings; I liked that
2G25-26: I loved being there, I liked the atmosphere, I really enjoyed the people I worked with

4A27: the people in the library were very good...and very worried that I did not get very much out of it

6B20: librarians difficult to communicate with, maybe because of my language and culture

8C1-2: I found people very busy, but they did stop to chat

14A7-8: in my case, the particular library I worked in, the people were so good; the environment was just perfect

OUTCOMES
SANDWICH
60C2-5: everyone more than helpful, went out of their way...even if it wasn't on the timetable
60G19-25: as a professional I guess...never too busy to show and help if I needed it...did not treat me as if I was there to work

61E19: they were really excellent in explaining to me everything

62H1-4:...I would often ask for help...She would say, "Try this, or that"...Then she would go away again, [but she was] not unfriendly

63G16: if I asked him he was quite happy to talk about what he was doing

65F18:...not like a professional, but like someone who would be working with them in the future

66F4: they made me very welcome
66J31: [it was a] challenge to be nice and pleasant all the time

67D15: she [the host librarian] did not even say, "Goodbye", on the last day

68E12: she treated me like a professional, I think
68F13: communication would be the most important thing [I learnt]

69D10: she discussed with me her plans for resignation

70D9: job relates to people, how you relate to other people

71C5: they were never too busy to help
71D16: she discussed things with me like staffing requirements

72I2-4: not like a professional, as someone coming in to do a prac....They were very apprehensive

73D9: I put that [communication] high on the list
73E26: she treated me like a professional
73E29: she discussed things with me, like staff replacements and interviews

74A6: saw how staff communicated with each other and readers
74C19: showed me I can communicate with people; I was worried about it
74C24: how communication is conducted between the different staff levels

2.5 SELF-ASSESSMENT AND DEVELOPMENT OF CONFIDENCE

EXPECTATIONS
FACULTY

EXPECTATIONS
HOSTS
21aA1: their confidence is boosted

24B4: their self-confidence improves

EXPECTATIONS
END-ON
8C19: cataloguing [feeling inadequate]
8C23: feel more confident about classification and subject headings
8C24: [feeling more confident in reference work] but that might be for me

9B20: [feeling] quite inadequate [in cataloguing]

14B18: [feeling] not very confident at all!

EXPECTATIONS
SANDWICH
63B1-5: I can feel confident when I know what I'm talking about

64A4-5: basically, because I feel I don't know what I will be expected to do, because I feel I don't know very much

64B1: to find out how much I have actually learnt

65A15: [to gain] some confidence that the theory can be applied to the work situation

70A10-11: at the moment I feel that if I went out to a library tomorrow, I would not know what to do

OUTCOMES
END-ON
2A5: I felt confident that I can walk in and run my own library
2B5: after being there a week I felt I could handle most things
2C11-12: I think it has [increased my effectiveness]. I think the confidence. I was feeling very nervous when I went there, and after two weeks I felt I could quite easily wander around and help people...I think confidence makes you more effective
2C18-19: if you had a more pragmatic approach you would not feel so nervous about going into a library
2H30: I should not say it wasn't good for me, it certainly gave me confidence

4D1: [the experience has] probably given me more confidence
4D3+: had no confidence as far as them coming up and asking where books on art history were. I could take them by the end [of the four weeks]. It [confidence] has developed that a bit
4I25: I can tell you, I was much more confident doing that [enquiry] even though I did not know the answer, my approach was so much better [in the fourth week]

6A19: after four weeks I was picking it [terminolgy] up better

8E1: [helped increase my confidence] especially in cataloguing
8F14: I was surprised at how easy it was just to step in and start doing something
8G6-7: I thought they will know how stupid I am; I found that I got along okay
8G15: it showed me given reasonable instruction I could do what most people expected me to do. It also showed me I didn't need someone to show me every minute
8G22: I am surprised what you can accomplish in the specialist area, even after four weeks
8J28-30: it has showed me that I am capable of doing a lot more high powered work than I would want to do...but if I don't, it is not because I can't
8K24: I am better than I was. I was there to learn as much as I could in that period of time; I was not about to waste it

9A18, F1: confidence has been increased. Because with a certain amount of common sense and willingness to learn, you can do it, because you have done aspects of it
9F5: I know I was meant to [grow], but I didn't feel a great deal of difference. I am sorry, but perhaps...it was because I wasn't going new into it...because of my part-time job

12E7: [the experience] gives you some confidence

14A4, F19: when you know things in theory you feel quite sure about them. You can only be confident about doing them when you've actually done them
14F13: [competency in cataloguing increased in the four weeks] for sure, because of practice; and if I'm honest, greater motivation

OUTCOMES
SANDWICH
60F29-30: if you hurry you make mistakes; it is not on

63F10: no, I don't think I have gained in that [confidence in the work of a librarian]
63F12+: I didn't feel I could say, "Let me do some cataloguing" because you can't push yourself forward
63G17: I got a lot pushier towards the end

64B28: I probably should have said what I wanted to see

65D12-15: [began to feel confident about] cataloguing after 20-25 books in the third week

66E32: I should have been a lot more aggressive I suppose and asked, but I didn't like to
66G25: I found in the third week people were coming to me and asking what they should be doing...Because I am such a definite sort of person, I tend to say, "This is right and this is wrong", and they tend to take that as gospel
66H1: in the third week...more things were explained to me; I could see why, [began to feel confident]

68D1-4: I think it has made me more confident about going into a library situation and working at all really...About coming into the workforce after so many years

69K7: in the fourth week just [we are] getting into it...[and we] have to finish
69K25: I questioned how effective a librarian I would be, considering I had so much time to do what I had to do
69L1+: in school [the classroom] you would have to constantly come up with the goods

70G18: [began to feel confident] in the fourth week

71E26: [began to feel confident] half way through second week

72E27: to some extent practicum has built me up
72F1, F4: I had to come to grips with a certain degree of nervousness
72F13: took me three sessions on the desk [to feel confident]

73E17: I feel a lot more positive about the job...wasn't sure whether I had chosen the right career...I now feel I would really like to work in a library
73E22: I was allowed to develop a confidence
73F3: it has made me feel that perhaps I do have something to offer
73G17: [began to feel confident] not till the fourth week; until then you did not get exposure to the whole range of things
73H6: for the first time in my life, I could not bluff my way through

74C29: I went with an open mind, hoping that things would not go wrong, and they did not
74J4: [began to feel confident] fourth week

2.6 REALITY OF WORK EXPERIENCE

EXPECTATIONS
FACULTY
51A4: how a system works with all its stresses and strains in real life
51F19+: the experience of turning up and working
51G1: fitting in with an organisation
51G16: I think for a lot of students what they need is more the work experience than getting a comprehensive view of everything

EXPECTATIONS
HOSTS
22A17: hopefully they are mature enough to slot into a work situation and be reacting to other people

23C15-16: they can get an idea of what it is like to work with people and they undergo the same pressures that the rest of the staff do

24A6: especially for those without work experience

25A13-14: hope they will observe the real world as well as the hassles...the pressures...tedium...Impossible for WAIT to teach this
25A18: hope they will see the good things...the feedback one gets from the consumer
25B1+: to give students a taste of the real life practical situations, the work situation

30A16: [experiencing] the work situation, [the] 9-5 [day]

31A21-22: highly critical of graduating students because they lack work experience
31A25: need for work experience to be part of the course

35A7: getting used to the work situation

36C7-8: puts them a bit under pressure

40C15-16:...turns out a better person more in tune with the real world
40D11: practicum is part of the work experience programme
40aA1:...gain experience of the real life [working] situation
40bA10: they've got to have some practical experience before they can really understand what libraries really do

41C30+: if we had a new member of staff we would never have them for half a day in reference and half a day in cataloguing...so straight away it is only a bare simulation of what it is like in the workplace. They all know that after four weeks thay are going to go off. If in your first job...it is obviously quite different
41E9: we hope we can contribute to a sense of reality to the students
41aE26:...place things in a real context...give it perspective

42A1: we recognise there is a need to provide library students with some practical experience in an operating library
42A16: to a large extent the situation is artifical depending on when they are here
42A18-21: it is in no way a simulation of the work of a professional librarian. I don't see how one can achieve that really, in the period of time...and given the level of training and skills and competencies that these people have
42B16-18:...it is an indication of the naivete of the proponents of the scheme, that you can take someone who is still learning and have them masquerade as practitioners
42D12-16: this is the contradiction in the whole system, if they are to see what librarians do, and if we believe that what librarians do is difficult for the lay person, how can we expect a student to do it...
42aA14: relationships with fellow workers, if they haven't worked before

EXPECTATIONS
END-ON
2A9: to get some sort of work experience in a full-time way

11A3: I want to have work experience, in [foreign country named] it is different, there are different procedures here
12A19: I know how much personalities can affect your work

EXPECTATIONS
SANDWICH
60A2-3: been a student all my life, only work I've had is part-time, to work with different people and things like that

63A16: the experience of actually working a 9-5 day is something you can't learn on the course

64B18: I guess the work experience...I do evening shifts but do not know about the 9-5 day...I would like to be part of that mass of people going out to work every morning to know what its like to be a normal person

66A13: first you need the experience of working...I see this as a first step

67B1: [to gain] work experience, [to know] what it's like to work in a public library

68A2-3: haven't been in the workforce for a long time...will be a good work experience
68A25: mainly relating to other people in the job situation

REALITY OF WORK EXPERIENCE

70A19: I am looking forward to it as a learning experience, meeting new people
70B6: I realise that getting experience is the main thing

71A4-6:...good to work in a people situation...nice working with adults
71B10: to work with different people

OUTCOMES
END-ON

2E4: for me it was just another work experience
2H24-26: just concentrating on something all the time was tiring. Perhaps you would not put so much concentration into it if it were your new job

6B1-2: have become more effective; had no previous working experience to provide opportunity to know users

8J18:...it depends on whether or not you have ever worked...It was very important for me to see [what it was like]
8J3: I was exhausted by the end of it...The five day week was quite a shock to my poor system

9D13: you've got a greater idea of what the employer might expect and what actually is involved

11A4: but it is too tiring, because I work from 9am to 8pm and Saturday 9am-12noon, but with Wednesday off
11A13: I enjoy going out to work
11C16: it is valuable because I learnt a lot of things...that I did not know before...I wanted to learn because I want to get a job...I can [now] apply to other libraries, it is very valuable

12A14-17: more tiring [physically]...I did not expect it somehow. Maybe I was just used to lying around

14H23:...the work experience because I haven't worked before...getting to a staff meeting...just working generally

OUTCOMES
SANDWICH

60I23-26: many students have part-time jobs, in my case two days a week I had to go straight to work till 12 or 1am, then go to work for 8.30am. I was really...after that

61C19: the work they do is a lot more high pressured

63F4: have never worked, learnt what it is like to go to work

64D1+: I found it quite difficult too because I waitress three nights a week...started at 8.30am and finished at midnight three days a week, so it was tiring

65G3, H1-4: there was someone there to say "help"...more responsibilty when you are working

66G15: surprised by how staff could be nice to readers, but so horrible about them behind their backs
66H10-12: I had my own responsibilities - so I had to find time to do my display project and storytelling on top of my rostered duties
66K1: I found it tiring but not stressful, I found this week back, with assignments and study stressful

67E1: [have returned to WAIT] tired

70H15: [a taste of being in the work force] yes, I liked it

74E27: it gave you the idea of working all the time; you knew you had to work those days

2.7 CHECK ON CAREER CHOICE

EXPECTATIONS
FACULTY
50B12-14: they should get some kind of idea as to the kind of library work they are getting into, to realise if where they've been sent is absolutely what they want to do

51C8: there must be the possibility that occasionally someone would find the practicum so unsupportable in terms of the kind of working environment they found themselves in, that they had to seriously consider their future as librarians
51I28+: to deal with the public as well; it's at that point that their likes and dislikes of the job, and their ability to deal with the job, will come out

54G8-10: if they were totally unsuited to working in libraries they would not know till they had fininshed the whole year

EXPECTATIONS
HOSTS
24A9: working in a public library might give her an idea of whether or nor she would like to work in a public library

26E1-3: that he will achieve a desire to go forth...to make a decison about, "That's what I really want to do"

32C4-6: they have a better idea of where they are going later on, or where they don't want to go

33C5: they might look at a special library and say, "Goodness, I certainly don't want to work in one of those"

34A20-21: hope they learn enough about special library to work out if that's where they want to be

41aF21-22: might allow students to pre-empt their decision of where they might like to work even...on the basis of one experience

EXPECTATIONS
END-ON

EXPECTATIONS
SANDWICH
63A8: would like to see what areas I would like to work in...Might find I love cataloguing. I don't know, I will have to try
63A15: confidence that I have chosen the right thing to do [is low]

64A21: to know what it is going to feel like being a librarian

67B3: I may not want to work in a public library, you may never know

69B39-40: want to know whether I really want to be a librarian, whether I am the type of person or not

73A20-23: I think [to find out the sort of library I would like to work in]

OUTCOMES
END-ON
4A32: it [the experience] did decide me not to be a public librarian
4C15: I don't want to be a public librarian
4H10: academic libraries is still a consideration [as a type of library I might like to work in]

6A21: found library work challenging...There are a lot of requirements of the service
6A32: I think overall I have made the correct [career] choice

8C15: I would not like to be a librarian in a large organisation, [but] would be quite happy to be a clerk in a public library
8C25: I feel I would like to be among people
8J21-25: [I] would be interested in a low key job, because I have found all year long, that I miss not having the time to do some of the things I enjoy. Because of the age I am and I do not have to work to support myself it does put into better perspective who I am and what I want at this stage of my life

9A14: don't want to work in a one-man special library

11E8: [still want to work in public library] oh, yes, I do

12C6+: [decision to work in a public library] I think I might not at this stage

14A16, F1: [still want to work in a research library] oh, yes, definitely...[The practicum] made me more well disposed to some form of traditional librarianship

OUTCOMES

SANDWICH

60D4: it's made me want to work in a large system
60D4, E5: reinforced that I want to work in an academic library; - or, perhaps, a large special

61C2: gives one a certain idea of where I want to go...to a small special science library
61C24: [it's made me want to work in a] small special science library e.g. CSIRO

62E19: [it's made me want to work] in librarianship, [or] in the area

63F16-19: it has brought me down to earth. I used to think special libraries would be great, I now think that public libraries might not be so bad after all

64D21: still don't know if I would like to [be a librarian, after the experience]
64E1: [but] specials [still appeal to me]

65G15: I would like to work in libraries...where routine is not quite as set as [name of library]

66D8: did very much enjoy working in a public library situation

67D1: I still think I would like to work in public libraries, even though I had that terrible first week, but I really did enjoy the special library too

68D5: would like to work in a special and get some experience in that type [after this placement in academic library]

69D14: [the experience has] not [influenced me] at all positively. [I am] not sure about [wanting to be a librarian]
69F6: [I am] turned off [this] career choice
69M3-9: after teaching prac., I really wanted to be a teacher...I don't know anymore after these four weeks

70G23: I can see myself working in that situation [state-wide service named]

71H2: would still like to work in them [special]...they have such a range of jobs

72E1: I am really quite enthusiastic about going into libraries; a large library
72E5-8, 10: I very much enjoyed it [working among people] had not thought about it in any serious kind of way before
72J4-7: size of the library, now an important consideration,in choosing job. I would now would like to work with the public

CHECK ON CAREER CHOICE

73E17: feel a lot more positive...[think I've chosen the] right career
73E20: would really like to work in a library
73F3: [realised that] it's a people oriented profession
73F5: [I am] very much a people person
73I18: I thought I would be able to help people. I like to help people; I couldn't, and that frustrated me

74B20: it has made me want to work in public libraries [the experience] hasn't put me off in any way
74B22: I did want to work in public or schools...but can't do full-time work...More scope for library clerks, rather than part-time librarian...Will have to re-think
74C3: [found that I] liked working with people

2.8 ASSESSMENT OF EMPLOYMENT POTENTIAL

EXPECTATIONS
FACULTY
51B7+:...it is really unfair for us to send out people who are qualified to join the professional ranks of the Library Association of Australia, send them out as professional librarians, who have not really stepped into a library for various reasons

EXPECTATIONS
HOSTS
30A8: opportunity to give the prospective graduate the "once over" as a potential employee

31A21-27: [unfair to have qualified professionals with no library experience]
31A25: I see work experience as part of the course

34A22:...it is probably useful for them when they are applying for jobs

35A9-12: if we ever want to employ staff it gives us a bit of idea what they are like...We get the impression if they are terrible...or very good...It has helped some of them get jobs
35A14: gives them an opportunity to demonstrate what they can do
35C10-11: I am willing to try and help them; it is hard to get jobs in the library world

40C4-5: all things being equal, yes, the one we knew would have the advantage...if he created a good impression while he was here
40C20: we don't measure solely on the existence of the practicum, it's part of a big programme

41B9-11: to suss out...future applicants for our jobs...Spot talent coming through
41F1: I think the bedrock of why the library school is doing it, is to make the library student more employable
41F3: no professional training organisation can afford to ignore its market
41cE28: I think the library school sees the practicum as making them [the students] more employable - we add to their practical experience

42E1-2: [the importance of the practicum on a C.V.] no importance at all - I don't think so. How could it have, four weeks? I would not think you would give it any marks, really
42aB5: there would be...spinoffs in alerting us to the standard of student coming out of the library school
42aB14+: gives us a chance to assess the products of the library school from a market point of view

EXPECTATIONS
END-ON
9D13: better idea of what an employer might expect

CHECK ON CAREER CHOICE

14C6-7: I'm hoping they will have vacation employment prospects
14C15-17: in this case really, it's the acquiring of skills to gain employment...It's very mercenary. It's a very employment-oriented course. Most of us are there for money rather than love

EXPECTATIONS
SANDWICH
60B1:...contacts for part-time, then a full-time job

61A4, B2: hopefully, I should be able to make a few contacts...Yes, that is it mainly. I am hoping that I'll make some useful contacts

65A13: [hoping to make] contacts

68A21:...[to make] contacts in a way

70A15: I would like to make contacts in the workplace

OUTCOMES
END-ON
2C7: I think that employers are appreciative of the practicum; I think they think it is better, to have had the experience
2E23-26:...has asked me if I would go back and be clerk/typist for a while. I have said I would, even though it is the most boring job...But I am sure they would give me a little more library experience

11C19: oh, it is valuable...I want to get a job...thinking I can apply to other libraries, it is very valuable

14A18: I am not overly optimistic about gaining employment there [because of staffing restrictions]

OUTCOMES
SANDWICH
60J4-9: I can [now] say I have work experience...get a work resume, which is a big bonus...If particular job came up in the area again...you would be at an advantage

62H11-14: I think when we get our first job, they [employers] are quite prepared to train us; they expect we haven't any idea of how things work. It should not be like that, we should not be a burden

65B8-9: wanted employable skills...to say I have worked in a library

70F25: there were no jobs...being cut back...am not expecting any job offer

74F7: [it was] suggested I apply for a full-time professional vacancy [in my host library]

3 PSYCHOMOTOR LEARNING

3.1 RANGE OF EXPERIENCES IN THE PSYCHOMOTOR DOMAIN

EXPECTATIONS
FACULTY
50A17-22: they are expected to do any work typical of a junior professional...may include clerical work, particularly in a public library. They are going to have to muck in and do whatever is to be done, and I make this pretty clear. So there is a list of clerical duties...but I also state the list is not prescriptive

ASSESSMENT OF EMPLOYMENT POTENTIAL

EXPECTATIONS
HOSTS
34B13: I know they [the DLIS] don't want students to be solely on clerical work

EXPECTATIONS
END-ON

EXPECTATIONS
SANDWICH

OUTCOMES
END-ON
2A12: the librarian constantly said, "You've got to do things that aren't professional, so you learn that side of things". The [professional] work just wasn't there to do
2A21: I just feel that most of it [the work I was doing] was leaning towards clerk/typist duties
2H20: I looked after the periodicals
2H21: I did the shelving all the time, I had to go right up the ladder, my right hand is still sore from pulling the heavy boxes out all the time
2J17: there was so little that was really professional
2K25: [that I could type] I expect they found that [quite useful]

4A6: most of my duties consisted of shelving, shelf-reading
4A12: I felt a lot of it [the work I was doing] was clerical and how that library does it
4B8: in the first week I was busy and doing a lot of things, then it petered out. Things became more repetitive, and most of it was clerical routines [that] I was learning
4B12: I also used the terminal which was good experience
4C17: there was a stage I was cutting up scrap paper because it was so quiet
4D21: I did interlibrary loans
4F15: we had heard about the Browne system and I saw it working
4G23: [content of work done] 85% clerical

6A7: [saw the procedures involved in] purchasing of journals and books
6A12: didn't expect [to do] interlibrary loans
6B10: did serial control
6B11: [involved in] finding issues of journals
6B22: in doing clerical jobs I had to be reminded of the steps in the clerical job; until it was explained why it was I was doing things [I found some difficulty]

8A22: I didn't dream there were so many papers filed and kept
8A26: I was really quite surprised to see how many ways they filed records on a particular item
8B23: I was surprised that though serials are catalogued in Central, [and then] go out to a campus [library] to find serial records on the campus [as well]
8E17+: [learnt some things I did not learn on the course] a lot of little bits and pieces that there is not the time in the course to have mentioned
8K1: the very easiest [job] was on the circulation desk, checking things in and out
8K2: shelving was the absolute hardest [because of arthritis in my knees]
8K8: the most boring thing is filing

11A3: [saw how] the book exchange [worked]
11A3, B14: did interlibrary loans
11D8: but the problem is how they [in a public library] shelve the fiction books [because fiction books are not classified and have no spine labels]
11D11: the non-fiction is catalogued and easy to shelve
11D12: I did a few interlibrary loans but because you are not doing it every time [the procedures are] difficult to recall

12A9: they tended to give me the menial tasks to do after a while because there was nothing else to do. I did not mind doing it, if I had not done it it would have gone to someone else
12I4: even the menial tasks I did not mind doing

RANGE OF EXPERIENCES IN THE PSYCHOMOTOR DOMAIN

14F22: I did an awful lot of filing
14J1: in some ways the filing was the most difficult

OUTCOMES
SANDWICH

60C12-22: in the first week I had to do clerical work the clerk was away...It was like slave labour I thought...No one explained to me [the usefulness of it. It was only], in the last three weeks I appreciated doing that [the clerical routines]

61E2: filing of corporate body entry card
61E3: ordered books off acquisition requests, on-line
61E12: did journal circulation

62G14-15: I have seen how things happen at the counter

63C7-9: photocopying of hundreds, and hundreds and hundreds of pages
63C9-10: lots of filing of looseleaf amendments
63C20-22: I also did a stocktake which was very good, but it did not relate to what I was taught. After I did it I felt I had accomplished something, I felt really good
63E1: I did interlibrary loans but they were virtually photocopy requests
63E12: I would come home and find I had been filing all day

64B23: I saw how she set up the whole system, a lot of it [the work I was doing] was clerical work, but it was to some extent professional work
64C8: I did not go through processes like acquisitions

65E17: [found] key boarding, a bit difficult

66F10: [operating their automated system]...no problems...except when I pressed the wrong button and got back to the menu. There was a line of people waiting for me to get back on

67C18: shelving books, lots of shelving
67C19: I went to Circulation Section
67C20, C23: filing
67C23: [saw the way] ordering [was done]
67C23: did accessioning [of] books
67C23: [did some] book processing
67E9: had to be shown how [to use the keyboard on the computer]

68C5: I saw the Acquisitions [section]
68C8: did circulation [desk duties]

69G15: no chance to [do a stocktake]
69G20: I did the mail, [sent] books to country readers
69J16: only once did I clear the mail box, and see what was coming through in the way of journals. I would have liked to do that more often, so that I would really know what was coming through, selection materials and so on
69J20: no [opportunity to work with journal circulation]

70D19: [had the opportunity of] using the computer

71C9: shelving
71C8: in the first week I did all clerical work
71C8: [worked on] journal circulation, 90-100 journals every day

72H14: the cumbersomeness of Browne. We had learnt about the Browne charging system but the magnitude did not come across

74C1: no [opportunity to go to Circulation Section]
74C4: I covered books for the first few days
74C5: I spent a lot of time on the [circulation] desk

74F10: [found it] difficult to use the terminal to access the Board's catalogue
74F17: with filing they just told me what system they used...They let me do it, and they did not even check it
74F19: [Browne system] at first it seemed confusing...I did not learn about the system in the course

4 PREPARATION

4.1 PREPARATION OF HOST LIBRARIANS BY FACULTY

EXPECTATIONS
FACULTY
51E23: counter-productive to spell out too much

52A13, B3: [that students see the whole range of operations] well, that is very difficult to control, we are very much at the mercy of the hosts. We try to place them wisely...we do not want to cause any problems
52C20: [there is] diversity [in libraries, which] we cannot control...up to students to make the best of the situation [they find themselves in]

54C20: with the postgraduates I am not sure what we ask the hosts to do with them

EXPECTATIONS
HOSTS
21A6: I would think [the perceptions of the library school] would be different...school has a more theoretical base
21aB4: [host's familiarity with the graduate diploma curriculum] same as the undergraduates crammed into one year

22A18-23: we haven't had a lot of contact...perhaps [there should be] more contact with the department and us
22C7: [awareness of the graduate diploma curriculum] not terribly, quite honestly

23C24: wouldn't pretend to having a great knowledge [of the graduate diploma curriculum]

24A12:...can't imagine that it is all that different
24B11: not familiar at all [with the graduate diploma curriculum]

25A1:...we haven't known what the library school requirements are
25B1: unaware of school's expectations...I assume it is the same as ours
25B12: the instructions that came this year were clearer than in the past

26aB2: WAIT people were expecting professional tasks; the student we have is not happy doing story telling or displays

30A6: [awareness of the graduate diploma curriculum] of course content less than no idea
30A12-20:...can't honestly remember getting a lot of feedback [from the library school]
30A14: [we have been told] "Give the students whatever you want...don't disrupt [your] work patterns"
30B4: not at all [aware of the graduate diploma curriculum]

31B12+: prefer to have freedom in the way we handle the student...WAIT practicum [does] not [lay down] too many conditions

32A20: I think it [our perceptions] would probably be different. Library school, I would imagine, wants all aspects to be shown
32B3+: I think library school does not have too unreal an expectation of what student might achieve
32B8: they've [the school] said, "That's fine, anything [you might give them to do] is really fine"
32D5: not at all [aware of the graduate diploma curriculum]

33B1+: [they] used to be particular that they [the students] were not to be treated like hacks...We can't take them on that basis
33C25: I wouldn't be [aware of the graduate diploma curriculum]

34B4: I don't really know because you don't get any feedback from the library school
34C17-18: [awareness of the graduate diploma curriculum] not specifically...imagine it is a concentrated version of the undergraduate course

35C18: [awareness of the graduate diploma curriculum] I don't think I am familiar at all
35aB16: [familiarity of graduate diploma curriculum] not very [familiar]

36B36: I don't know what they are [the expectations of the library school]
36D1: [students relating back to the course while on practicum] I don't suppose it really comes up

40A21-22: I really don't know what the library school's perceptions are now...don't really get feedback from the library school
40aB8: [school used to say, put them to work however you like] students came out not much better or wiser
40aB17: absolutely [prefer a detailed list of school's expectations]
40aB18: [for the library school] to say, "Do with them whatever you like" is a waste of time
40aC2: [awareness of the graduate diploma curriculum] none
40bC6: very familiar [with the graduate diploma curriculum]

41I5: I don't think it is our job to find out what the curriculum is
41I10: library school should set out experiences they want [students] to be exposed to
41I12:...library school should tell us what to show...so that student does make the link...Can't expect students to ...on their own
41bI1: [host's familiarity with the graduate diploma curriculum] only from previous students employed

42C11-24: Head of School should write to me and say, "In 1986 we should like to do so and so", but they don't do that. They leave it to individual teachers to ring up, sometimes me, other times other members of my staff, and it becomes totally un-co-ordinated. It's not too much to ask that they observe the normal courtesies of business and write and give notice so that we can make arrangements
42D22: I do not know what the library school sees it as achieving
42aC11:not overly [aware of the graduate diploma curriculum]

4.2 PREPARATION OF STUDENTS BY FACULTY

EXPECTATIONS

FACULTY
50C6: [students given a] discussion paper as a basis for preparation and checklist

51A17-20: we try to refer back to our working lives...but they are getting out of date...I have very little knowledge of things like automated catalogues as a working system
51A27-30, B1-2: I have no real knowledge of West Australian libraries...You can't really talk, "For example..." without relating it to...WA
51C13-16: yes I do [make reference to the practicum]...whenever I can [and I say]...they should keep [the things they learn] in mind and whenever they...are on practicum should try and check-up on the system
51J6, J16-22: I think it is possible to teach them...how to recognise and evaluate systems

52C24: no advantage in putting too many controls of the experience. They have to make the best of the situation

54D15: I expect it is her [fieldwork co-ordinator's] responsibilty to go through the course and give advice [to the hosts]

55F19: I never refer to the practicum, so as not to build expectations regarding the practicum

PREPARATION OF HOST LIBRARIANS BY FACULTY

EXPECTATIONS
HOSTS
23A21: library school is not producing what is needed [by employers]

25E14: sweeping statements made in the course [by faculty], about local government is bad

31A13-18: [my] general criticism: that postgraduates could come out with no work experience

35C19+: I think a few of them [students] have been a bit unhappy because they feel they have not really been taught things [at library school]. We have had to teach them some things because their knowledge is too theoretical

36B25: they [the students] are expecting to come out as the big boss
36bA10, B1: more upset at what graduates don't know, eg terminology

41E9: hosts need to teach ABN because not taught in school
41F16: there is the feeling...that the school is off the track

42E8-12: just what can I expect somebody with a graduate diploma to do?...There do not appear to be very many things
42F13: I should think they should come out of library school knowing how to use DIALOG

EXPECTATIONS
END-ON
2B3-6: [preparation for the practicum] none. Yes, it does [seem surprising]. I feel that it is important. We've had no meeting with our supervisor [fieldwork co-ordinator], and it's four weeks to go

4A23-24: [preparation] none whatsoever, except one or two meetings we had at the beginning of the semester [from lecturers that teach the units]...No, no, none at all
4B1-3: I got the impression it was left entirely to the fieldwork co-ordinator...lecturers stick to their own units

8B8, B13+: none....We met with the fieldwork co-ordinator once...Nobody else has said a word

9B1-3: [we were given clues to look out for] possibly in subjects like Reference and Cataloguing

12B1-2: [we were given clues to look out for] yes, most of the lecturers have made reference to it...we haven't been actually told how it works

14B3-11: [reference been made to the practicum] not a lot actually, not a lot...Not surprising, [as lecturers] tend to stick to what they are [responsible for] teaching

EXPECTATIONS
SANDWICH
60A13: [no explicit statement of preparation]

61A19: fieldwork co-ordinator required [us] to prepare a list of objectives [in] preparation [for the practicum]
61A21: yes, [fieldwork co-ordinator] gave us a talk...The other lecturers haven't made a lot of reference

63A10+: I don't think they have tried to relate anything specifically

64A4: I don't know what I'll be expected to do
64A6: not any [reference made to the practicum by faculty] directly

65A9: [reference made to the practicum by faculty] not really, not that I can remember

65A10: I do think they think of it as a separate unit; it's up to us to make the most of the practicum itself

66B7: [we have been] mentally prepared, eg for cataloguing

67A19: faculty referred more to "when you are working..."
67A15: not much [reference made to the practicum by faculty]

68A12-19: one meeting with the fieldwork co-ordinator...on what to expect

69A24-27: we can only be prepared so much...it will have to come from oneself anyway...a reasonable reference [has been made], not extensive; it's been strengthening in the last few weeks
69B28: [read from a rough copy of her objectives, which implied preparedness]

70A21: I don't really know what else to expect at this stage
70A22: [reference made to the practicum by faculty] no, I don't think so, not really

71A16+:...[faculty have] said often, "When you are out on prac. this might happen." I think they all have said something...I think we've been given some kind of an idea of what to look out for

72A15-18: there was substantial reference by [fieldwork co-ordinator]
72A19: [referred to her list of objectives, which implied preparedness]

73A1: [we had the] fieldwork co-ordinator's one lecture
73A1-6: really do not know what I'm letting myself in for...haven't had much time to think about it
73B6-13: there has been some [reference made to the practicum]

OUTCOMES

END-ON

2B19: if during the year we were given more confidence in our abilities, we really feel we would not need the prac.
2G12-16: I found I could do it all quite easily. Just little bits and pieces, like the fact there is no subject catalogue, made it a little awkward, but other than that I found myself quite capable of the tasks that were expected of me. I just feel I wasn't given anything to do that really stretched me

4J1-5: [inability to meet host's expectations] using the terminal I found difficult... because I hadn't much practise in the course

6C13, B14: in the application of AACR2 and Dewey I had some disagreement with the librarian...I thought they were right because they had more experience

8G24-26: obviously it [learning] happens with the course work as a background, gives you a kind of framework you can put things into. In that sense, the practicum can be incorporated in the course work

9D1+: I think I was able to do everything that was expected of me
9E27: perhaps a little more [emphasis could be made] of the computer side of it

11C9-13: [inability to meet host's expectations] they think I studied how to use the Printed Subject Catalogue

12H1: some of the course is paced so slowly [if time used more efficiently, more could be taught]

14G9+: a couple of units are actually wasted, a couple could be electives, a couple are missing
14H13-14: I dislike having to make a precis of an article just to prove I have read it...a bit of an an insult
14H16: more practical experience in first semester, then could leave prac. to the end

OUTCOMES

SANDWICH

60D18-19: [inadequacy of course preparation] virtually zero keyboard skills...knew about the systems...spent two hours in the class
60E2: they assumed I had keyboard skills. I had, but not from the course
60G12-17: most valuable units were the bibliographical unit and the cataloguing unit...Other three subjects, I could recognise them in the work...but did not have to use them
60I17: [nothing else was expected that I could not handle]

61E13+: prior knowledge of computers was from my own experience, not [from] the course

62G3: would like to see more hands-on experience...doing on the job very useful; can see how it works
62G5-6: course is more than just how to shelve books...but I think we have to learn more than just the basics
62G23-30: reference work, don't think you can prepare everyone for the specialist areas in the course...I just did not have a clue as to the reference works

63D25: he assumed knowledge I just didn't have [that I could get on computers, and onto ABN]

64G4: [inability to meet host's expectations] a lot I could not do

65B5: there is not a great deal of practical work [in the course]

67E9+: [inability to meet host's expectations] using the computer I had to be shown. We did not get any preparation for that in the course, I mean one two hour session!

68C23: reassuring to know that everything we had been doing in the course was relevant
68E15: [inability to meet hosts' expectations] in cataloguing
68F13: [preparation of the course was] reasonably adequate

69L23: [inability to meet expectations of the hosts] no not really, not in what I was given

70C7: there is an emphasis on computers [in the course], but there are a lot of places out there that do not have computers
70D6: I just feel the course should be more practical [work in the course]
70D19: the course hasn't helped me use the computer; on the prac. I had to do that sort of thing
70D24: what I am disappointed about is that the course is not very practical, and so very abstract
70E9: [host librarians knew not to assume a knowledge I did not have] from their experience with past students
70F3-4: there was nothing in the course that helped me [do a search strategy]

71F13+: [inability to meet host's expectations] in computers, no idea...Journal accessioning, [I] never heard about
71G4: [inability to meet host's expectations] cataloguing the only one

72I1: no [inability to meet expectations of the hosts]

73F6: people aspect needs to be emphasised in the course
73H10-11: not familiar with government publications after one lecture and one tutorial
73H18: no, [inability to meet expectations of the hosts] not really, there might have been some things, but they explained those to me before giving me the task

74E6: [ability to meet expectations of the hosts] you do need the background to the course before you go out
74F22: yes [course adequate for the sorts of things I had to do]

PREPARATION OF STUDENTS BY FACULTY

4.3 PREPARATION FOR STUDENTS BY HOST LIBRARIANS

EXPECTATIONS
FACULTY

EXPECTATIONS
HOSTS
23B23: I work to a schedule for them

25B26+: we have a programme to show them the range
25E22: person is rostered within an inch of their lives... It's all laid down what they will do each day

26aA19-20: he gets an idea of doing all jobs in the library...and is attached to each member of staff

30A9: yes, we map out a programme
30B2-4: we have virtually created our own philosophy and rationale [as none given by the library school]

35A18: it's usually just helping out with various staff members, working with them in serials or interlibrary loans

36A12-13: we draw up a programme

41aA20: we give them a varied programme involving them in the real work of a number of different sections of the library

42B5: a training programme organised

EXPECTATIONS
END-ON

EXPECTATIONS
SANDWICH
70C14: was told none (programme) had been made the week before I was due to arrive

OUTCOMES
END-ON

OUTCOMES
SANDWICH
60C4: timetable drawn up

62G16-22: Music librarian had things worked out for me...In acquisitions...[there was a] tight programme...In cataloguing I had to ask for things to do

63F13: they were prepared for me, all right. There were all these jobs he'd saved [like photocopying, filing]

66D5: children's specialist works part-time; she was too busy to train me
66E13-34: in the first two weeks they did not know how to go about it

70H5-12: they had not prepared for me, no programme...I made the effort to find out everything

73D18: daily programme [organised for me] before I got there

74B1-3: Branch librarian was feeling her way...so [she] did not have any work set for me to do

4.4 SUGGESTIONS FOR PREPARATION

EXPECTATIONS
FACULTY

EXPECTATIONS
HOSTS
22A18-23: we haven't had a lot of contact...Perhaps [there should be] more contact [between] the department and us

26D21: we spoke of not being included in discussions with the library school, so it is all done from a position of trust
26D24: I would hope if library school got reports [from their students] that we are terrible...they will come out to see for themselves
26D27: [the library school is supposed to visit us] I don't know that anyone came out...they were always coming.

31B4: librarians who are "bad" should not be used

40E17-18: I think a half-day tour of how things are done in libraries [would be beneficial]
40aA14: the objectives [of the practicum] must be in your head
40aA17-B19: [the practicum should be] well planned...and the aims...[should be] pretty clear from the school. [Prefer a detailed list of school's expectations] absolutely
40bC21: something in between [a detailed list of school's expectations and nothing]
40bC23: [help from school in structuring the work experience] for example, what they should do first

41H33: might be a good idea if teaching staff go out on practicum themselves
41I10: library school should set out experiences they want [students] to be exposed to

EXPECTATIONS
END-ON

EXPECTATIONS
SANDWICH

OUTCOMES
END-ON
2B3-4: I felt quite nervous that what I learnt did not give me a decent basis to walk into a responsible position

8G10: less course, more practical

12H4: at the beginning of the course we were not sure what each section did [needed] to see the process right through, to be ear-bashed

14G30: if I had known then what I now know, I would have done my own research [about the specific resources used in my host library]
14H4: I think we should visit libraries in first semester

OUTCOMES
SANDWICH
65A17: well, I really did not know what to choose because I did not know what libraries were around
65B4: in the course you don't get a great deal of confidence built up

70B18: prefer more hands-on experience
70G1-13: would have liked to have known which libraries there are to choose from

71E10:...need a list [of libraries] to choose from
71E25: [could do with] brief visits before sandwich

72K16+: could be given guidelines, told of steps to adopt...[could be] taught how to interview readers with confidence
72K23: it takes a great deal of confidence to ask and probe...we could be taught how to do this more

73A22: because I haven't done the 505 unit I haven't visited many libraries, so I really don't know [which libraries to choose from]
73G7: should have spent more time in preparing myself...learning up on government publications
73G10-13: if people were grouped together...[and addressed by representative from type of library] to tell us [about types of material] we would need to access...before we went, we would feel more confident
73I5-15:...need to shop around for a good host library...I would make sure the library was using up-to-date methods

5 ORGANISATION

5.1 TIMING: END-ON vs. SANDWICH PRACTICUM

Contributions made to this topic by students are not sub-divided by: EXPECTATIONS and OUTCOMES, simply by Stakeholder.

FACULTY
51G22-23: [for the sandwich mode] that students can come back and pool their different experiences and learn from...each other; no point in the practicum if it is not a shared experience
51I1: with the end-on I haven't really been fussed

52B22: cannot rely on it [the end-on practicum to supplement the course]
52C1: of course they will benefit and take the experience and information away with them but they will not be able to relate it to their course [when they do the end-on]
52C6: sandwich students [would] only have one semester's work behind them
52C14: they can transfer knowledge from one area to the other [if they do a sandwich practicum]
52D1: could not find out what was happening [because the practicum was in the final vacation]
52E20-21: it won't be one experience...but 45 [when they return after doing a sandwich practicum]

53B16: end-on a waste of time on the part of the profession
53G12-13: I don't like the end-on; it was tacked on
53G26: much better sense to have it mid-way
53H5-6: problems of getting feedback...problems of co-ordination because it is in the [final] vacation

54F6: [prefer the sandwich] when everyone will benefit
54F12: no opportunity to correct misconceptions [when they do the end-on mode]
54F20: difficulty [experienced by] those without library experience of grasping systems [when they have to do the end-on mode]
54G8:...it's 12 months [on the course] before they can check on their choice of career [when they go out on the end-on practicum]

55E20: very little feedback from the end-on [practicum students]

HOSTS
21B24: good, it's a slacking-off time for us [at the the end of the year]
21B25: better to have the background behind them [prefer the end-on mode]

22C4: end-on timing is good...We tend to be quieter before Christmas

24B5: [the sandwich] gives them a chance to correct any faults

26C9: they would be able to relate what they saw to their course [if they did the sandwich mode]
26aA4: it's much too late. They know it is at the end of the course and this is just a tailing off
26aC12-17: learning would be more meaningful...a reinforcement of their learning...sharing their experiences...[They can] go back and talk if they wish, complain if they wish, and have it looked at by the staff [if they did their practicum mid-course]

31B8-9: it should not be at the end, no feedback from students to lecturers

32C21: December time is a slow time, but if there is a backlog of projects it won't affect them

34C16: it suits us, the end-on [mode]

35B26: it [the practicum] might be of more benefit at the end of first semester than at the end
35B33: I don't...know how useful it is really, because it comes right at the end of their programme. I really wonder how useful it is for them...I suppose it gives them a bit of an idea
35B38: always seems like a waste of time at the end
35B39: they are all so exhausted by the time they get here they hardly put their whole effort into it
35B42-43: from their [school's] point of view it might be better for them [students] to come with the benefit of the full course. I don't know. But from the point of view of the librarian, it is better if they come in the middle
35aB8: things are winding down at this time [Nov/Dec] of the year, and life looks deadly dull around here. It becomes very hard to find things which are professionally rewarding for them

36aB1: prefer earlier than end-on

40aA12-13:...[prefer a] substantial sandwich
40bC2-5: preferred sandwich for myself...I would not have liked to have done the practicum at the end...we were able to pick up points...and then really apply it in the second semester

41D5-9: end-on [practicum is a] quiet time [for us]...Student might think life in an academic library is fairly serene
41H31: to pull off a sandwich [practicum], the course would have to be re-designed
41aD12: we could handle a student in the busy time [in the middle of the year]
41bF26-28: I [would] rather see it at the end of semester when they have studied all that they are supposed to study. It is virtually useless to us their coming to us half-baked
41bH7: I would treat them more as professionals [if they came at the end]. On sandwich [practicum] I would treat them more as students
41cF25: why do they have it so late though?

42aB5-10: depends what they are taught in first semester...I would have to express my hesitation

END-ON
2A8: the main problem was they were not really that busy when I got there [to do the end-on practicum]
2A16-17: would have liked to have visits at the start, then a practicum at the end of first semester
2B1-5: I really don't see it being at all helpful at the end
2H18: I know we are talking of putting it in the middle. I feel after the four weeks [of the end-on practicum] we are tired; it would probably kill us to come back again [to WAIT if we went out on the sandwich practicum]

8H11+: for me I would definitely look to having it earlier on

12C5: I think we could have got by, going out between semesters [with only one semester's course work behind us]

14C9: I think learning the theory alongside the practical would make it a lot easier [which would be the case in the sandwich mode]; yes, I think possibly it would have

SANDWICH

67B4:...it [going out on the sandwich practicum] will help me decide on the elective for second semester

68B15-16: it's a bit difficult [going out on practicum] earlier; one might not have known enough

70B19: would prefer a break rather than sandwich [practicum], but then I am not pushing to get a job

71B13: it [going out on the sandwich practicum] will help in second semester, for example, with the terminology, etc.

5.2 GENERAL COMMENTS AND SUGGESTIONS ON TIMING

FACULTY

52C13-19: mid-semester [practicum] plus rolling [practicum would be my suggestion]. Rolling part to be organised [at] the student's own initiative

HOSTS

22B13: [the practicum] should be rolling, like for the undergraduates

25D21-28: from students' point of view I don't think it matters...but when we are frantically busy we don't have time to stop and explain...This has caused confusion [in the past]

26aA6-8: ideally it should be in the middle of the year, or they should come one day a week throughout the year, [then] if they don't like [that] type of library...[there is] time to re-attach them

30B19: [timing, end-on or sandwich modes] doesn't make too much difference

32D1: if they came at [our] busier time...[they would] probably catch us doing the one thing [because we would not have the time to show them the full range of our operations]

33C12: [timing, end-on or sandwich modes] not much difference

35C1-7: maybe, two weeks in the middle and two weeks at the end...the weaker ones would be weeded out, perhaps

36aB2: prefer the rolling prac. like the undergraduates do

40D19-20: maybe midway there should be a practicum of four weeks, and then give them another at the end

41H8-19: [comparison could be made with the course design and prac. in the teaching profession]

42C5:...arrangements [should be] made well in advance [so students don't get an unreal idea by the quiet time in the library]

END-ON

2I4: couple [of weeks] at the end of first semester, then a couple [of weeks] at the end of second as well...[one] would get a broad feeling

2I12: [would have learnt all in two weeks] don't see why not

2J1+: when it is quiet they might forget to show you all the bits and pieces because they aren't having to do them [as a matter of course]

4G24: a week in a public library and a week in a special...just in different types of library for a week at a time

8H4: would have liked to have seen more of the users in my library, had I been there at a busier time I would have
8H17-25: [attachment to a library for] a week or half a day a week early on [in the semester, as orientation]

9A22: [would suggest] two weeks in middle plus two weeks at the end, if confined to four weeks
9B4-6: [or] two weeks and then a continuing, rolling-on system

12B13: [able to compare practica in a different discipline for example, Geology, fieldwork done in parallel with the course]

14C8: vacation employment prospects is one of the advantages of doing it [the practicum] so late in the year

SANDWICH
61F2-4: [would suggest] three weeks off after exams...four weeks prac.
61G30:...if three weeks break, [examination] results would be collected before prac. not while on prac....

63H7: [we could do with] a week off after exams
63H8: [would suggest] two weeks in middle plus two weeks at the end

66J6: [would suggest that] five to six weeks better: two weeks full-time experience initially early on...or four weeks sandwich, in two types of libraries

67E20: [would suggest] a week's break after exams, instead of after prac.
67F1: [would suggest] two weeks in middle plus two weeks at the end

68C7: not very much [opportunity for reference work] because it [the practicum period] was between semesters [quiet time at the host academic library]

69K13: [would suggest rolling prac. in second semester] in different type of library
69K14:...a bit better break after the exams [would be my preference]
69K19: [would suggest] one week full-time then two or three days throughout the semester
69K21:...you do an extensive prac. once, then three short ones [like in teaching practica would be my preference]

71E10:...[would suggest something] like the teaching prac....go out one day a week and then go out for the prac.[en-bloc]
71G23: [prefer] six weeks: four weeks in the middle, and two weeks at the end
71G24: if [we had] six weeks I would choose a special and a public [library placement], I think

72I23-29: [would suggest] four weeks sandwich, then one day a week at WAIT library or some other to see

73F2, I3: I would like to have a lot of other four weeks to try other libraries out
73I12-14:... [would suggest] two weeks at the library, then have a week to do my own research, then go back for the next two weeks...I have seen this with student teachers

74E19-25: [would suggest] two weeks in middle plus two weeks at the end, or three weeks in middle, plus two weeks at the end
74E25, F4: [would like two pracs.] the second in a different type of library

5.3 DURATION: ADEQUACY OF FOUR WEEKS

FACULTY
51G18-21: to think you can send students out for four weeks, and that they are going to come back knowing everything...is ludicrous
51H9: four weeks is a short time

HOSTS
22B12: [four week] period is too short

24B9: four weeks is okay to get a grip on what happens...

25D29: [four weeks] not enough for them to learn enough, for them to be useful from our point

26E4: four weeks should give them enough of an idea
26aA1: an overview of the basic routines [in the four weeks]

31B6: four weeks is not enough

32C29: four weeks is good; it's long enough

35aB14: four weeks is quite good to see around the library

41cC24: in three to four weeks you can tell how good they are going to be; their attitude changes

END-ON
2I15: I felt it was more than adequate, really. By the end of the second week I had done everything; by the end of the fourth week I was repeating everything

4F18: wasn't a complete waste of time...It could have all happened in a shorter time
4H23: [four weeks] too long

6C8: four weeks was just fine, reasonable

8G19: at a beginning professional level [as we are at], four weeks is probably enough
8H18: I was amazed at how much you can pick up even in that amount of time [four weeks]

9A21: ideally one would want to work in a library part-time and study part-time

11D6: [four weeks] that's all right; you can learn much

12H16: I think it [four weeks] is probably adequate

14B30: frankly, in four weeks it's not possible to do a good job

SANDWICH
60J20-22: four weeks if you hated where you were would be too long...for me I would have liked to have stayed longer

61F5: [four weeks] good length

62H7: four weeks isn't half enough; possibly eight weeks
62H9: you can't really learn anything in four weeks; all you get is an idea. I think we need a lot more
62H14: [practicum of] one semester would be a good idea...

63H11: [four weeks] good time; can look to the end and know it's going to finish

64F1: [four weeks] for what I was doing it was too long...if [one were in a] big library you would need it [the four weeks]

65F26: [four weeks] was as long [as one would want]...in that library
65G8: I got an overview [in the four weeks]

66J5: [four weeks] good as an introduction

DURATION: ADEQUACY OF FOUR WEEKS

67E19: [four weeks] okay
67F15-18: you accept that you are not going to do [everything] perfectly in the four weeks. An overview is all you can expect to get. That's all, an idea. What can you learn in four weeks?

68G1-3: six weeks [would be] better

70G16: [four weeks adequate] yes, I think so

71G17: would have liked to have stayed there a bit longer, another couple of weeks

73H26: [four weeks is] ideal

74E27-29: [four weeks] from a learning point of view it was good...If you did two weeks, might not get much value out of it

5.4 GENERAL COMMENTS ON THE ORGANISATION OF THE PRACTICUM

FACULTY
50D11-12: [for those with library experience] trying to get them to different types so that they can widen their experience

51B16-22: too many problems about organising visits...The visit is a very, very unreal sort of thing...You don't have any idea of what really happens when a reader comes in...

HOSTS
26A14: this year [1985]...no one from the public libraries will be able to go [to the de-briefing sessions]
26aA11-13: [opportunity to give input to the planners of the practicum] no, not much. I suppose we have when we complete the assessment sheets. But nobody has asked us personally
26aB4-6: the problem is...student is not where he wants to be. [He] wanted to be placed in a special library...[but is] here because he wanted to be close to home
26aB11: [one] other student [we've had] didn't want to be in a public library either...[came here because it was] close to home
26aB16-24: had a postgraduate student, she was a joy, she was enthusiastic...she was where she wanted to be. We both got a terrific lot out of it. They have to be interested, they have to be where they want to be.
26aC1: students should not only be asked where they want to go for prac. but why and where they hope to work when they are finished

31B7: [knowledge of] one library is not enough
31B17-23: no feedback...De-briefing session not private... Fieldwork co-ordinator should visit

32C7: [need for exposure to more than one library on practicum] for instance in my own prac....I worked in a public and a special library

40E1+: I was appalled to find out from two students...that they had never been to [name]...I wrote to the Director of the library school to say this should be done. The feedback was, "Yes, we would like to, but you do not like to have us"...which is not true. There has been no request that I have turned down. The trouble is, it is done on such an ad hoc basis. Some lecturer rings some librarian who does not know what they are talking about...But if they came to me, someone of status from the school, and made a case as part of a programme, they would be most welcome
40E15+: I think the library school has got it wrong. I am not saying that every time you want to do something you should test it out on students, but I think it is a good idea to find out student opinion on some things [in the context of library visits]
40E24:...there is a need for more dialogue between employer and teacher

41B20+: we have not found the WAIT practicum as useful as the practicum programmes I was involved with for the cadets at the Library Board...
41F9: they should use the practicum as a kind of on-going market survey, but they don't seem to be taking it up
41F10+: [the library school] should be feeding into the course design information gathered by [their] fieldwork co-ordinator from visits...[They should use the] opportunity to check out the host libraries
41H18:...not inconceivable that...course could be re-designed, so that they [students] get basic skills [after one semester of the course]
41H28+: we should say when we want them for the best time for their learning, like the Education Department for teacher trainees

42A21-24:...I think the proponents...do think they [the students] can practise high level librarianship [while on practicum]..."Go there and study how [X] library is administered"
42B16-18:...the naivete of the proponents...[that you] can have someone...masquerading as practitioners
42B28+: problems arise when people want to make arrangements...which don't take into account the busy times of the year...
42C12-30: [ad hoc communication] shows a lack of understanding [on the part of the school]...of how a large library works
42aA13: [need for exposure to more than one library on practicum] so they [students] don't get a narrowish view
42aD6...we have had informal approaches which do not suit us

END-ON
2A7+: in a way I expected to be more involved in more professional work
2A11-12: would have liked to have much more contact with different types of libraries
2A17: would have liked to have visited [some libraries] at the start of first semester, and then [had] a practicum at the end of first semester
2G20: there was just simply not the [professional] work there that I could do
2I8: [opportunity] to be in different libraries...if you found yourself having a real aversion to one type of library, there doesn't seem to be much point even learning about it

4B8-9: [need for exposure to more than one library on practicum] would be interested to see how libraries other than academic libraries work
4D11: [visit to the Library Board] well, she meant to, but she forgot about it, so I missed out
4D12: [attendance at a council meeting] no, I was a bit disappointed about that. I would have liked to have gone to one
4G28: [need for exposure to more than one library on practicum] if we just have [the four weeks], in different types of libraries, one week at a time
4I3-19: after the first week the head librarian came back from leave...the assistant librarian said to her, "I have shown her everything what can I give her to do?"...and then they forgot various things

8A9, C7-8,9, B5:...it was hard to try to automate it [a library, for an assignement in the course] before you knew what its [the library's] parts [departments/sections] were. [Said in the context of a library tour being a help early in the course]
8I11: [placements in different types of library] because the more you can see the better

9B16: having worked in a special library...I'm not sure what to expect in a public library

12B16: certainly at the beginning of the year a few of us felt we should have been shown around a library
12I14-16: was good to start with [having a second student placed in the same host library]

SANDWICH
60K18, L4: prefer to be by myself [on practicum]; it orced me to mix [with the staff in the host library]

61C5-15: did see three separate ones [in one system and was able to compare]

63H8: [need for exposure to more than one library on practicum] two weeks in two different types public and special, then you can compare

64B10: attached to the indexer, [as the] librarian was on long service leave
64F3: much better [outcomes for the student] if [the practicum is] planned on an individual basis

65C14: I did not do much professional work
65G5: I would have liked to travel around other health libraries and SRL

66J17: exposure to two types [of libraries on practicum] would be good

67C5: did see two types [of libraries on practicum], special and public
67F5: I think you do get more from looking at another type [of library on practicum]

68C10-11: [was placed at two libraries]...trying to assimilate...information on two sites probably slowed me down

69E20, I23: [had to ask] and then got wider tasks
69G19: there were only certain tasks she [the technician] would let me do [I was not allowed to do stocktake]
69G24-25: she [the technician] gave me to do the things that she wanted me to do, rather than the things that would benefit me
69I15: technician typed the cards...we had to discuss the punctuation she had learnt at Perth Tech.
69L7+: I think there was too much awareness and expectations before we went out on prac. that we would be doing all these wonderful things...A lot of people came down with a thud...The librarians thought they could give us anything they liked within a list of tasks. I agree, there is a discrepancy between my expectations and what I got

72J22: [having a second student placed in the same host library provides] an opportunity to reinforce and give each other support

74G8-11: [against having a second student placed in the same host library]